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ABSTRACT

Covering the period of June 1975 to June 1976, the final year of a 3-year career education counseling project in the Corpus Christi schools, this report describes activities focused on implementing career education concepts into new project schools while maintaining and improving activities in the first- and second-year schools. Components of the project emphasized awareness and career orientation for K-6, established career resource areas in junior high school libraries, and developed career guidance and placement centers in the senior high schools. The placement component continues to provide employment experiences to individual students. Conclusions reported include the following: Positive career education (CE) movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students appreciate the opportunity to experience decisionmaking strategies. Community representation in the schools has established a liaison between business and education. Appendixes contain outlines of content for staff development workshops and lists of instructional materials for use at various grade levels. (TA)

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FINAL REPORT

Project Number 502-V65-0015
Grant Number OEG-0-73-5255

A Career Education Counseling Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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August, 1976

CE 010 148

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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August, 1976

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Summary of the Report

Period Covered: June 4, 1975 to June 3, 1976

Goals and Objectives

To increase the level of knowledge of counselors and teachers with respect to

- career characteristics
- career requirements
- resource materials available for use in career education

To increase the career awareness of elementary students with respect to

- wide variety of career choices
- characteristics descriptive of the major career clusters

To develop within students favorable attitude toward the personal, social, and economic significance of work.

To improve the decision-making skills of students.

To increase the level of knowledge of secondary students with respect to career characteristics and requirements by providing opportunities for

- utilizing resource materials
- participating in field experiences
- engaging in exploratory programs as a part of classroom experiences

To increase each student's self-awareness in terms of his

- abilities
- interests
- attitudes

To enable each secondary student to make appropriate career related choices as evidenced by his

- selecting a target career cluster which is consistent

with his abilities, interests, and attitudes

- selecting a path of academic and technical training appropriate for his selected career cluster(s)

To enable each exiting student to be placed in a

- job
- post-secondary technical training program, or
- baccalaureate program

Procedures

The project centered on orienting the counseling staff to serve as catalysts for implementing a career oriented curriculum. The K-6 component emphasized awareness and career orientation. During the early grades, stress was on developing the child's career awareness with respect to the variety of career choices available. The upper elementary program featured extensive use of community resource people and utilization of materials designed to improve decision-making skills. The present counseling staff was trained to facilitate the career education and guidance process, under the supervision of a career guidance consultant. A career education resource area was established in junior high school libraries to facilitate career exploration. The Centers housed materials designed to assist students in relating instruction to career clusters. Junior high school counselors were trained to assist students and teachers in the use of career oriented materials. A career guidance and placement center was established in each senior high school. Career specialists worked as resource persons to the secondary school population. The total counseling staff received training in career guidance to facilitate their role as catalysts in developing a career oriented high school curriculum. Job preparatory training for out-of-school youth was provided during the evening hours in existing facilities. Any preparatory training the Corpus Christi Independent School District was unable to offer, was offered by the local junior college through mutual cooperative agreement between the District and Del Mar College.

Results and Accomplishments

The final year of the project focused on implementing career education concepts into new project schools, while maintaining and improving activities in the first and second year schools. A continuing effort was made to clarify role and function of key personnel. Other activities included:

- expanding community involvement
- providing teachers and counselors a variety of instructional and staff development

- evaluating program development
- reporting project progress
- planning various alternatives to facilitate the continuation of the successful elements of the three-year project

Current materials and literature were continually reviewed by the project staff. Eighteen documents have been developed to aid administrators, supervisors, teachers, counselors, and other school personnel in setting up and developing a career education program.

ELEMENTARY COMPONENT (K-6). The elementary career guidance consultant uses two basic approaches to accomplish project objectives. These are:

- weekly classroom sessions which are implemented through the social studies curriculum but are interdisciplinary in nature. A variety of approaches are used to stress aspects of career awareness. The sessions are planned at grades 1, 3, 4, and 5 in 38 elementary schools or approximately 463 classrooms involving about 14,000 students.
- "It's Great To Be," a game approach occurring once monthly in grades 5 and 6, utilizing community persons who are representative of the career clusters (see Appendix B). A total of approximately 76 guests appeared each month, or two guests for each school, resulting in a yearly total of 684 guests appearing in approximately 228 classrooms in 1975-76.

SECONDARY COMPONENT (7-12). Various delivery systems were used by secondary schools to meet project objectives. These included: utilization of resource and/or career centers, community speakers and field trips, utilization of curriculum guides and project documents, counselor initiated programs and a campus career fair. The three secondary career specialists provided services to administrators, teachers, counselors and students. Particularly noteworthy is the number of teachers and students using the high school career centers.

The placement component of the high school career centers continues to be an important source in providing employment experiences to individual students.

Evaluation

The following observations and summative statements were made by the third party evaluator.

- Teachers at different grade groupings respond differentially regarding their degree of participation in CE. There seems to

be a linear relationship in their participation with the grade 10-12 teachers perceiving a greater involvement in general than other grade groups.

- Teachers in exemplary classrooms do perceive their students achieving CE objectives to a greater extent than do a similar group of comparison teachers.

- It would seem that fifth grade students perceive themselves as achieving CE objectives to a greater degree than do third graders.

- Both ninth and eleventh grade students perceive themselves as achieving CE objectives to a fairly high degree with both groups being higher than third and fifth graders. One might tentatively conclude that there appears to be a monotonic relationship with regard to the CE objectives achieved and grade.

- On a standardized test of CE objectives both ninth and eleventh graders achieve at a high level with the ninth grade females reaching the highest level of any group.

- The higher the grade level the less informed the administrator-counselor group seem to be with regard to programs and activities in which the teacher is engaging or planning to engage. Most programs and activities are designed to be integrated throughout the regular school curriculum.

- Principal-counselor groups were high on praises for the target teacher(s) but seemed not to have too clear an understanding of the materials used or being developed by the teacher for use. They did seem to agree they liked the activity no matter what the teacher was using as material help. Teachers, on the other hand, were more prone to use prepared materials either supplied by the CE project or searched out by themselves.

- Two themes seem to emerge consistently across groups and grades. They seem to be indicating a strong need for more availability of expert CE staff to facilitate program planning and implementation as well as more diversified CE materials reflecting grade levels and the need to have these materials more accessible to the classroom teacher.

Conclusions

On the basis of observations and data collected, the following conclusions were made:

- While the degree of perceived goal accomplishment varies from grade to grade and between teachers and students and may not be at the magnitude one would optimally desire, positive CE movement and involvement throughout the school district has occured during the relatively short span of three years. Regardless of which measuring devices are employed, the evidence is persuasive the Career Education objectives as

articulated by the CCISD are being achieved.

- At all levels teachers, students, and administrators are requesting more resources, time, personnel and the like. They believe that CE is effective in their schools, and is a worthwhile expenditure of resources in terms of student development. They accept the notion that this is what education is all about.

- Materials developed by the CE staff meet the need for fresh approaches to the study of self and environment. They are viewed by teachers and counselors as motivational in that the relationship between education and life are explored.

- Data indicates that students like and appreciate the opportunity to experience decision-making strategies from which they derive much information about a wide variety of clusters. Concomitant skills are developed in the areas of effective communication, active listening, and the association of personal abilities with occupational choices.

- In-service opportunities in the three years have been unique in that provision has been made for development of better teaching skills as well as clarification of CE concepts.

- The tremendous community representation in the schools has established a valuable liaison between business and education, making both groups more cognizant of the interrelatedness of mutual efforts.

Recommendations

The conclusions that were drawn from the third year of the project provided the following recommendations:

- It is recommended that personnel continue to be placed in schools as CE program facilitators. There is strong evidence that the regular school counselor cannot fulfill this role.

- It is recommended that administrators continue to support CE activities which have been included in elementary and secondary teaching guides.

- It is recommended that elementary counselors, in the absence of a CE consultant, be made aware of their vital role in encouraging CE activities and developing methods to assist teachers in this area.

- It is recommended that administrators and counselors be made aware that Career Education activities

  - represent a natural confluence of guidance and academic areas

  - constitute a preventive approach since young children

learn to choose among alternatives and make decisions, both requisite to social maturity

- are for all children regardless of academic ability,
- provide a variety of work models from the community for children to observe.

. It is recommended that similar in-service opportunities be provided teachers and counselors so that growth in group interaction skills may continue.

CHAPTER I

THE PROBLEM

The career and occupational theorists provide us with distinct elements to consider in a career education program: development of an accurate, positive self-concept, factual and realistic occupational awareness, and a need to develop within each student a cognitive structure for making rational occupational decisions.

Currently in the Corpus Christi School District there exist at least five distinct roadblocks to the ongoing implementation of career education.

Due to the large percentage of the population which falls below the minimum income level, students from these families have a distinct disadvantage due to their lack of exposure to productive and successful worker models. As a result, imitation learning for these students is currently limited to a large degree to the narrow scope of career opportunities which is encompassed by those workers around them (Havinghurst, 1964 and Hoyt, 1974).

Related to this is the lack of exposure of students from low income areas to a general awareness of occupational choice. Economic impoverishment precludes generally the kinds of experiences which permit students to be exposed to different life styles and cultural work patterns and philosophies. Hoyt (1974) points out that "unless high-quality career decision-making assistance is available, pressures of time will continue to force many such youth to settle for lower levels of occupational aspiration than they should."

A third area is the degree to which non-college bound students receive counseling and guidance. Several reports indicate that nationally the college-oriented student is the most frequent recipient of counseling services. There is little reason to suspect that the same is not also true in Corpus Christi.

Finally, students in the Corpus Christi Independent School District for the most part commit themselves to either vocational or academic education (in essence, a categorical career decision) in the ninth grade. Two studies (Super and Overstreet, 1960; Flanagan, 1973) indicate that the typical ninth grader has such unstable interests as to suggest the prematurity of their making specific vocational choices.

One other problem of counselor re-education deserves special emphasis. Without the redirection of counseling activities to meet these defined needs, the problem will continue to exist. Re-education of counselors and of teachers through the counselors is essential to the success of this project. These five problems (non-exposure to successful work models, non-awareness of occupational choice, guidance services oriented toward the college-bound, decision-making weakness of students, counselor re-education) merit the most significant attention. Quite obviously, students in every case need a program which dissolves the deficiencies

present either in self-awareness, occupational awareness, economic awareness or decision-making skills.

Related Research

The source of the problem concerning the need for career education in the Corpus Christi Independent School District can be found by exploring the theoretical framework underlying the career education concept. Osipow (1968) identifies four predominant groups of theorists concerning occupational choice. The trait-factor theorists (Parsons, 1909; Kitsen, 1915; and Hall, 1928) contend that an individual must have a clear understanding of himself, his abilities and limitations as well as a full knowledge of the elements of different occupations open to him. His choice of an occupation then becomes a function of the interactions of these two sets of data.

The second group of theorists, the personality theorists (Roe, 1957; Holland, 1959) propose that occupational choice is dependent upon the degree to which a given occupation will satisfy an individual's needs. Obviously, lower order needs must be met before higher order needs such as understanding, beauty, and ultimately self-actualization can be attended to.

The developmental theorists (Ginzberg, et. al., 1951; Super, 1953) believe that individuals develop more sharply defined self-concepts as they mature. They compare their self-concept with their perception of occupations in making a career choice. Clearly, the relevancy of the decision to the individual hinges on his ability to accurately conceptualize his image of his true self as well as his image of his choice of occupations.

Finally, the sociological theorists (Miller and Form, 1951; Caplow, 1954; Blau, et. al., 1956) suggest that an individual's environment is the primary determinant in career selection. If this is the case, then the logical action for an individual is to develop strategies to aid in coping with his environment.

While there are, of course, differences in these four theoretical approaches, there do exist common, unifying concepts. Each acknowledges the interaction of the individual and the occupational influences. The interaction is affected by some type of satisfaction determinant and explained by specific concepts of occupational choice.

Recent writings on the topic of career education reveal that programs are being implemented that integrate career concepts into the curriculum of schools from kindergarten through adult education (Smoker, 1974; Peat, Marwick and Mitchell, 1974; Moore, 1974). Programs are designed to provide students an opportunity to gain knowledge about the world of work, to have hands-on experiences in occupational situations, to understand the importance of work in this society, and to develop a set of attitudes and values which make work possible, important, meaningful, and satisfying.

The career resource center has become one of the most effective methods of implementing career education. Hoppock (1976) comments that "I really

have more hope for those career resource centers than I do for anything else I foresee in terms of getting good occupational information to kids." The center is seen as a facility that can appeal to a variety of school personnel, students, and community members (Johnson and Carey, 1975).

Background Information

The concept of career education began gaining momentum in the Corpus Christi Independent School District during the fall semester of 1972. Several specific activities were initiated by the District to demonstrate their commitment. First, a proposal seeking Federal funds was prepared and submitted in December, 1972. Second, a pilot career education program supported by the Region II Education Service Center was implemented in seven elementary schools in January, 1973. Finally, the secondary curriculum was redefined during the spring of 1973 into courses from which students could choose those relevant to their needs, aptitudes, interests and career objectives.

An important segment of a comprehensive career education program, but included only in part in the activities of this project is the District's vocational and industrial education program involving over 4,500 secondary pupils.

In May, 1973, the District received a grant of $153,342.00 to implement a Career Education Counseling Project supported under Part D of the Vocational Education Amendments of 1968. A project coodinator was selected in June, 1973, and the other staff members specified in the proposal were employed during the summer. This staff planned and developed a framework booklet for implementation of the project. Faculty orientation sessions were begun in August, 1973.

Site Information

The Corpus Christi Independent School District includes, for grades K-12, 38 elementary schools, 12 junior high schools, 5 senior high schools and 1 secondary level alternative school. The district's 41,600 enrollment reflects a 63.13% minority student population, including 57.35% Mexican-American and 5.78% Negro-American, by February, 1976 figures. Corpus Christi is an urban area with a population of 204,525 (1970 census). Approximately 146,000 residents of Corpus Christi are within Corpus Christi Independent School District boundaries. The median family income for the school district is $7,806, based on 37,916 families with an average of 3.85 persons per household. Of families residing within the district, 26% have incomes under $5,000; 35% have incomes above $5,000 but less than $10,000; 35% have incomes above $10,000 but less than $25,000; and 4% have incomes above $25,000. (Figures based on 1970 census tract information). The incorporated limits of Corpus Christi include a number of private schools, as well as parts of four additional independent school districts, all of which were in existence in suburban communities before extension of city boundaries and which have maintained their separate structure. While the Corpus Christi Independent School District includes the heart of the city, there is no "inner city" area

as such, although there are poverty areas. Corpus Christi is a major port city; the seat of county government, business and trade; and includes a city-supported junior college, a state-supported upper-level university, and a variety of well-established cultural institutions.

OBJECTIVES

Staff

To increase the level of knowledge of counselors and teachers with respect to

- career characteristics and requirements
- techniques and strategies for implementing career education
- resource materials available for use in career education

Elementary Component

To increase the career awareness of elementary students with respect to

- wide variety of career choices
- characteristics descriptive of the major career clusters

To develop within students favorable attitudes toward themselves and the personal, social, and economic significance of work.

To improve the decision-making skills of students.

Secondary Component

To increase the level of knowledge of secondary students with respect to career characteristics and requirements by providing opportunities for

- utilizing resource materials
- participating in field experiences
- engaging in exploratory programs as a part of classroom experiences

To increase each student's self-awareness in terms of his

- abilities, interests and attitudes

To enable each secondary student to make appropriate career related choices as evidenced by his

- selecting a target career cluster which is consistent with his abilities, interests, and attitudes

- selecting a path of academic and technical training appropriate for his selected career cluster(s)

To enable each exiting student to be placed in

- a job, a post-secondary technical training program, or a baccalaureate program

Plans for 1975-1976

Based on a successful second year, the career education program will expand its activities during the present school year. More specifically, beginning in August, 1975, major objectives will be:

- To maintain and strengthen the Career Education program in the 43 schools served during 1974-1975.
- To implement the Career Education program successfully into ten additional elementary and two additional junior high schools. All schools in the District will be involved in various stages of implementation during 1975-1976.
- To develop a plan for moving career education from the project phase to a local program commitment.
- To increase the awareness of students, parents and the business-labor-industry community with respect to program rationale, purpose, activities and services available.

Evaluation Criteria

- Third-party evaluation reports will include both process and product documentation.
- Dissemination of information about the project will be made through news articles, speaking engagements, meetings and special programs.
- Documentation of activities performed by the project staff.
- Participants in Career Education staff development programs will provide feedback on the effectiveness of seminars.
- Reports will be made to the Curriculum Cabinet, General Leadership Team and Board of Education on status of project.
- Principals and counselors will respond to a questionnaire on the Career Education program.
- Documentation of community involvement through classroom and field experiences.

CHAPTER II

METHODS AND PROCEDURES

The purpose of the Career Education Counseling Project is to acquaint students with the world of work and to prepare them for entering and advancing in chosen careers. Opportunities are provided for increasing the self-awareness of each student and in developing and practicing appropriate career decision-making skills. Students are given information about jobs and also help in developing attitudes about the personal, psychological, social, and economic significance of work. The project is based on a strong emphasis on guidance and counseling at every level. The staff works closely with the business community and the local community college. This chapter describes the general project design and the procedures and methods used to fulfill project objectives.

Staff and Student Participants

The staff for the project consists of the coordinator, an elementary career consultant, three career specialists, a project secretary and five secretaries who work in the high school Career Guidance and Placement Centers. The staff has the overall responsibility for project administration, evaluation, reporting, and for serving as resource persons.

The project staff should directly or indirectly have a significant impact on the following:

School Staff:

- All elementary school teachers and counselors in the 38 project schools (846)
- All junior high school teachers and counselors in the 12 project schools (538)
- All senior high school teachers and counselors in the 5 project schools (494)

Students:

- All elementary students in grades K-6 (20,541)
- All junior high school students 7-9 (11,014)
- All senior high school students 10-12 (9,252)

PROJECT DESCRIPTION

Elementary Component

The K-6 career education program emphasizes the development of an awareness of self and careers, an understanding and appreciation for the dignity of work, and the personal and economic relationship of work. Awareness is related through group process - - in small groups, classroom size groups, and larger groups when appropriate.

Materials to stimulate self-awareness, understanding of others, self-responsibility and motivation are used extensively. The materials are selected from those used in other career awareness projects and those available from reliable commercial sources. Demonstrations on the use of materials are presented in each school by the career consultant.

The upper elementary program features extensive use of resource people from the community using a game approach as well as the utilization of materials designed to improve students' decision-making skills.

Junior High Component

The career education junior high component (7-9) provides input and continuity to the program begun in the elementary school. In this phase of the program, the individual is exposed to a wide variety of careers, their requirements and rewards. In order to accomplish this, it is necessary to redirect the junior high school curriculum to place a greater emphasis on career orientation and meaningful exploratory experiences for all students.

Career investigation and exploration is carried on by the student through use of the resource materials in the library resource center and through classroom activities directed by the counselor and classroom teachers. Included in the materials are those relating to occupational clusters. Resources consisting of books, films, filmstrips, kits, and simulation materials give students additional information on career exploration and choices.

High School Component

In the career education high school component, (10-12) there is an organized program so structured that a student may intelligently progress in the direction of a cluster of occupations while other students actually may choose a career.

A career guidance and placement center under the direction of the career specialist provides a wide variety of selected materials to assist students and teachers. Assessment is an integral part in helping individuals make appropriate career decisions.

The job placement feature is available for both in-school and exiting

students. This gives additional preparation and training for in-school students, and ensures exiting students either (a) a job, (b) a post-secondary vocational or technical program, or (c) a baccalaureate program. In close coordination with local school programs and agencies, job opportunities are ascertained and interviews are arranged between possible employers and applicants.

The project outcome is for each student to develop competencies requisite for living and for earning a living. Provision for a variety of experiences enables them to make a career choice and/or prepare for career advancement. Through extensive exploration of selected occupations, students become aware of a larger number of occupations and careers and acquire competencies and/or academic background necessary for their chosen career.

Out-of-School Youth Component

Through the guidance services in the high schools, and with the assistance of the local employment commission, out-of-school youth under the age of 21 are provided the opportunity to enter job preparatory training courses during the evening hours in existing facilities. All of the materials and services of the career guidance and placement center in the high schools are available.

Parallel to, but separate and apart, is a work study program for school dropouts operated on a twelve month basis. This separately funded program provides coordinated on-the-job training with related studies being held in the evening hours under the direction of a vocationally qualified and certified instructor-coordinator.

Staff Development

The District's Professional Renewal Options Plan (see Appendix A) provides flexibility to the staff in meeting individual and faculty needs. Staff development includes orientation to the concept of career education, methods and procedures for integrating career education into the curriculum and training in group process techniques. Opportunities are provided to increase counselors' and teachers' level of knowledge with respect to career characteristics, career requirements, the decision-making process, economic dimensions of work, and the use of available resource materials.

CHAPTER III

RESULTS AND ACCOMPLISHMENTS

Elementary Component (K-6)

The elementary component consists of two facets which contribute mutually to the accomplishment of objectives upon which the program is based.

These are:

- weekly classroom sessions which are implemented through the social studies curriculum but are interdisciplinary in nature. A variety of approaches are used to stress aspects of career awareness. The sessions are planned at grades 1, 3, 4, and 5 in 38 elementary schools or approximately 463 classrooms involving about 14,000 students.

- "It's Great To Be," a game approach occurring once monthly in grades 5 and 6, utilizing community persons who are representative of the career clusters (see Appendix B). A total of approximately 76 guests appeared each month, or two guests for each school, resulting in a yearly total of 684 guests appearing in approximately 228 classrooms in 1975-76.

Although these two features comprise the basic elements of the program, their success is contingent upon continuous personal contact by the consultant with principals, teachers, counselors, and students. The level of knowledge of participants has been increased directly or indirectly with respect to:

- self-understanding
- understanding others
- awareness of personal characteristics necessary for a wide range of occupations
- recognition of the immensity of occupational opportunities
- identification of occupational grouping by career clusters
- relationship between education and work
- cognizance of a variety of materials and resources relative to career study
- awareness of new teaching techniques and group interaction skills

MATERIALS: The elementary consultant has conducted a continuous review of the literature concerning career education, with particular study of established programs nation-wide, preview of films, books, and commercial

materials. The core of materials, selected in the first project year, were provided for all 38 schools (see Appendix C).

The original guide, prepared by the consultant prior to the project, was rewritten in the summer of 1975 by a writing team of selected teachers and counselors. As a result, four new guides were published and distributed to teachers in grades 1, 3, 4, and 5. They are titled as follows:

A Framework for Developing Career Education, Primary Module, Section I

A Framework for Developing Career Education, Intermediate Module, Section I

There's So Much To Be, Intermediate Module, Section II

A Framework for Developing Career Education, Advanced Module, Section I

The three Framework guides include six units, each stressing in a developmental sequence, a phase of career awareness. Each unit contains a stated concept, behavioral objectives to facilitate accomplishment of the concept, and a variety of activities to teach the concept.

The Intermediate II Guide, There's So Much To Be, consists of a detailed adaptation of the 15 clusters with suggestions for activities including field trips, resource speakers, films, and group classroom involvement.

Career clusters were selected for monthly emphasis during the year in grades 5 and 6; teachers and counselors were provided lists of occupations pertinent to each cluster, a replication of the cluster symbol, and a general information sheet introducing the cluster.

Throughout the year, the consultant developed and distributed other materials to teachers as she participated in planning sessions. These typically included new ideas for group guidance skills, poems and songs dealing with self and others, and lists of available films such as Bread and Butterflies, The Kingdom of Could Be You, The Most Important Person, and Whatcha Gonna Do? series. Suitable for duplication were materials on topics such as Taking A Look At Myself, Choices and Decisions, Setting Goals, Creative Writing About the Future, Dreams and Aspirations, and Problem Solving.

In order to encourage the development of career learning centers, extensive plans were provided teachers entitled "Careers in a Carton", describing how to organize a career corner. Plans for a career cluster corner were also developed, listing numerous activities under each cluster from which students might choose.

A brochure entitled, "And What Would You Like To Be?", was developed for distribution to the community. It contains a brief explanation of the elementary program.

To facilitate communication among the 38 schools and to keep career edu-

cation ideas before teachers, a monthly newsletter, Career Kaleidoscope, was published from September 1975 to April 1976, a total of eight issues. A typical format includes news from the schools, ideas and techniques, and an introduction of the cluster for the month.

As a means of documenting a variety of activities for in-service and public information purposes, slides were taken in eleven schools. Videotaping of six career awareness sessions by teachers provided additional examples of different approaches to the program.

PROBLEMS ENCOUNTERED: The most outstanding problem, which persisted throughout the project, was in the area of staffing. Each year, the problem was intensified by the addition of schools involved in the project so that, in the third year, the consultant attempted to serve 38 schools. Although contact was maintained at all schools throughout the year, the consultant felt that, in many instances, efforts were cursory; this imbalance caused a lack of continuity which detracted considerably from the impact of the program. It was to bridge the communications problem that the newsletter and supplementary materials were developed.

Inherent in a large district is also the problem of adequate teaching time to accommodate the vast number of special programs in existence. However steady the growth of Career Education activities, the time factor remained a constant deterrent.

Key to the success of a career awareness program is the counselor. While excellent in-service opportunities were afforded all 14 elementary counselors, their multiple school assignments and extensive involvement in Plan A evaluation activities, limited their degree of participation in the program.

SUCCESSES: Using the stated objectives, career education activities were considered in terms of:

- dissemination of information to principals, counselors, and guidance associates
- community involvement
- assistance to graduate students
- professional growth for elementary consultant
- in-service opportunities for teachers and counselors
- development of guides and other materials
- utilization of a Guidance Associate for project activities in selected schools
- impact of career awareness on students

Discussion of each focus area follows with delineation of methods employed to accomplish these objectives.

- Dissemination of Information to Principals, Teachers, Counselors, and Guidance Associates

  Original contact about the CE program was made in large group meeting with principals and individual

conferences as well. Teacher contacts were made both in faculty presentations and in modular planing sessions. Frequently, the slidetape, "It's Great To Be", was shown to groups. Guides and schedules for classroom demonstrations were distributed at the outset. Schools were phased into the program gradually each year in order to allow for full implementation and maximum consultant time in each school. Fourteen schools began in 1973, another fourteen in 1974, and the remaining ten in 1975. All schools continued to receive consultant time during the three years. Counselors and Guidance Associates were kept informed of all events and were aware of the availability of the consultant for assistance in their school.

Classroom demonstrations were presented in all schools; often, even after original implementation, the consultant was asked to return for other demonstrations. During the sessions, the consultant worked with pupils on career awareness activities which were outlined in the Framework guides. Often, all teachers at a grade level came together to watch the demonstration in one classroom. These sessions served a dual purpose: acquainting teachers with materials and techniques, and evaluation of effectiveness of materials by observing pupil responses.

Table 1 details the activities for the elementary guidance consultant during the three years of the project.

- Community Involvement

"It's Great To Be", the career game, was used in grades 5 and 6 as a vehicle for introducing students to a wide variety of occupations. A cluster of the month approach was used whereby guests representing designated clusters were invited to appear in all schools. All fifteen clusters were covered at least twice during the three years.

Approximately 1,350 community persons visited in 38 schools as guests during the 3 years. Counselors and/or teachers submitted monthly evaluation reports of each guest with a yearly summation which included:

Career of guest
Name of guest
Level (professional, technical, or semi-skilled)
Sex
Ethnic/racial designation

TABLE 1

SUMMARY OF ACTIVITIES FOR ELEMENTARY CAREER GUIDANCE CONSULTANT 1973-1976

SOURCE	FREQUENCY
PLAN/CONSULT	
Grade level meetings involving 5,207 teachers, principals, and counselors	385
DIRECT SERVICES	
Classroom demonstrations involving 15,735 students	451
Faculty orientation sessions involving all schools	38
Community guests for "It's Great To Be" program	1,350
In-service activities for teachers, counselors, and guidance associates	14
Out-of-district workshop leader	3
Classroom observations of career education activities	220

Career materials display was featured in a Public School Week display at a large shoping mall.

Presentations were made to the following:

Local service clubs
Television interview
Local private schools
PTA programs
Community Advisory Committee, 1974-76

- Assistance to Graduate Students

The consultant was invited to discuss career education with 5 university classes at which time slides were shown and printed materials provided.

A number of graduate students requested materials and interviews in order to fulfill course requirements. A quantity of books and pamphlets were loaned for this purpose.

- Professional Growth for Elementary Consultant

The consultant attended meetings to enhance knowledge of career development:

- Texas Personnel and Guidance Convention in Dallas and Brownsville, 1974 and 1975
- Governor's Conference on Human Relations, Austin, 1974
- Texas Association for Career Guidance, College Station, 1975
- TEA and Education Service Center Workshops, 1973-76
- Local district workshops on Transactional Analysis and Magic Circle, 1974
- Texas Elementary Counselors Conference, May, 1975, at which consultant made two presentations on the local project.

- Inservice for Teachers, Counselors, and Guidance Associates

Early in the project, it became apparent that many teachers lacked extensive knowledge of group guidance skills which were necessary for dealing with basic CE concepts. For this reason, six workshops featured out-of-district consultants who worked in areas such as active listening, teacher-pupil

communications, self-awareness, and techniques for social interaction. Four workshops provided a general orientation to CE and three consisted of tours throughout the city, meeting the need to inform teachers of career opportunities in the area. Staff development activities during 1975-1976 included:

One district-wide career tour on April 15, 1976 at which time teachers visited local businesses and industries in an effort to become familiar with area career opportunities.

Career Education Dissemination Workshop, sponsored by the Education Service Center, for 17 school districts, April, 1976. The consultant gave a detailed description of the local project, presented two demonstrations of the two program components, and distributed materials developed during the project.

District in-service entitled, "Uvaldo Palomares and the Magic Circle," February, 1976, for 425 teachers and counselors (see Appendix D). Dr. Palomares' presentation dealt with the Magic Circle technique of social interaction with children. Participants were involved in small and large group activities and observed a demonstration with children. An increased perception of personal effectiveness is requisite to CE concepts. Table 2 presents a summary of the evaluation of the workshop.

Special workshop for 36 selected teachers and counselors on the Magic Circle, June, 1976 (see Appendix E). Guest consultant, James Barrone, assisted participants in developing greater awareness of self and others; self-confidence; and social interaction skills. These personal attributes are bench marks for the career awareness, exploration, and selection process. Skills acquired in this workshop will facilitate the continuation of the CE program in the future.

See Appendix F for complete list of staff development activities held during the three years of the project.

- Utilization of a Guidance Associate for Project Activities in Selected Schools

Under Title III funding, a Guidance Associate was assigned to assist in school-community activities at grades 5 and 6 in 14 elementary schools, September - May, 1976.

TABLE 2

Summary of Responses by Teachers and Counselors to Seminar: "Uvaldo Palomares and the Magic Circle"

February 16, 1976 (N=425)

SOURCE	PERCENTAGE RESPONSE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The objectives of the seminar were clearly established.	65.9%	33.0%	0.8%	0.3%	
The seminar activities were appropriate for the proposed objectives	66.7%	32.8%	0.3%	0.2%	
The seminar was well-organized with respect to management of time and materials covered.	73.4%	26.0%	0.3%	0.3%	
If so designed, the seminar was successful in providing specific teaching skills and techniques.	58.2%	39.4%	1.9%	0.3%	0.2%
The seminar was valuable in terms of introducing new concepts for enhancing job performance.	63.9%	32.2%	2.7%	0.1%	1.1%
Participation in the seminar increased your knowledge of the subject and the competencies covered.	64.1%	32.1%	3.0%	0.5%	0.3%
The leader was knowledgeable with respect to the material presented.	81.0%	18.8%		0.2%	
The seminar stimulated enthusiasm to try different ideas and approaches.	73.1%	24.7%	1.6%	0.3%	0.3%

TABLE 2 (Continued)

Summary of Responses by Teachers and Counselors to Seminar: "Uvaldo Palomares and the Magic Circle"

February 16, 1976 (N=425)

SOURCE	PERCENTAGE RESPONSE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The seminar was of sufficient value to justify its being offered again.	70.2%	25.9%	1.9%	0.3%	1.7%
The number of hours allocated for the seminar was appropriate.	56.1%	35.6%	6.3%	1.3%	0.5%
The size of the seminar was appropriate for the activities planned.	46.1%	41.9%	8.1%	3.1%	0.8%

The Associate met with 440 teachers and principals in 99 planning sessions.

The Associate worked with 2,400 students in "It's Great To Be" activities

The Associate contacted 596 community workers in arranging for the career game, "It's Great To Be"

- Impact of Career Awareness on Students

Throughout the project the consultant observed activities in all 38 schools. Student enthusiasm was predicated on teacher attitude which, for the most part, was good. On April 23, 1974, teachers evaluated pupil attitude at a mean rating of 4.0 in a scale of 1 (unsatisfactory) to 5 (excellent). In May, 1975, counselors rated pupil attitudes at grade 5 and 6 in a positive manner, indicating that 52% of Grade 5 and 59% of Grade 6 received the program very enthusiastically.

In May, 1975, 90% of the principals indicated the positive value of career awareness concepts.

In May, 1976, principals indicated that CE involvement extended throughout all grade levels, K-6. Apparent in the survey was supporting evidence that all principals interpreted the program to faculties to some degree and that encouragement was given for inclusion of activities in lesson plans. Additional factors contributing to increased involvement appear to be acceptance and usage of the Framework guides and the newsletter, Career Kaleidoscope. "It's Great To Be" was affirmed by 84% of the principals as a highly valuable experience for Advanced Module Students.

Table 3 details the results of the Career Development Survey by Elementary Principals.

On six occasions, teacher - class demonstrations were scheduled for (1) Third Party Evaluators and (2) USOE-TEA representatives. These individuals reported a good response by students observed. Pupil participation on video-tapes, made by the consultant, were deamed exceptionally good.

In an effort to gauge effectiveness of materials, the consultant held regular sessions for nine weeks with 170 students in third - fourth - and fifth - grades at six schools. Guides were followed as well as specially developed materials. Stu-

TABLE 3

Summary of Responses to Career Development Survey
by Elementary Principals

1975 - 1976 (N=38)

SOURCE	PERCENTAGE RESPONSE				
	Not At All	To A Slight Degree	To Some Degree	To A Great Degree	To A Very Great Degree
To what degree is your school involved in Career Education (CE)?					
. Primary Module		22%	53%	25%	
. Intermediate Module		3%	40%	50%	4%
. Advanced Module			22%	69%	9%
Did you feel that your teachers received adequate in-service opportunities in CE? (for example, "Dr. Uvaldo Palomares and the Magic Circle," Community CE Field Trips, etc.)	6%	3%	34%	50%	7%
Were the Framework for Developing CE Module Guides useful to implementing the program?		9%	28%	63%	
Do you think the amount of counselor time devoted to the CE program is adequate?	6%	12%	45%	27%	10%
Do you help interpret the career development program to your faculty, K-6?		34%	50%	12%	4%
Do you help interpret the career development program to your school community? (e.g., PTA, Advisory Committee)	3%	53%	34%	10%	

TABLE 3 (Continued)

Summary of Responses to Career Development Survey
by Elementary Principals

1975 - 1976 (N=38)

SOURCE	PERCENTAGE RESPONSE				
	Not At All	To A Slight Degree	To Some Degree	To A Great Degree	To A Very Great Degree
Do you encourage your faculty to incorporate in their lesson plans career development activities?	3%	13%	40%	44%	
To what degree is the Advanced Module involved in the mystery guest program, "It's Great To Be?"		6%	10%	37%	47%
Do you think that interviewing a variety of community workers is important in enhancing students' perception of their environment?			22%	50%	28%
To what degree do you feel CE concepts and activities assist students in understanding the importance of academic work?		3%	42%	45%	10%
Did the CE program help stimulate more teamwork (principal-counselor-teacher-consultant)?	3%	12%	60%	22%	3%
Do you think the monthly newsletter, Career Kaleidoscope, provided information and activities which could be used by teachers?		9%	25%	59%	7%

TABLE 3 (Continued)

Summary of Responses to Career Development Survey
by Elementary Principals

1975 - 1976 (N=38)

SOURCE	PERCENTAGE RESPONSE				
	Not At All	To A Slight Degree	To Some Degree	To A Great Degree	To A Very Great Degree
Do you think that career awareness ideas and activities are appropriate in the elementary school grades?		9%	25%	50%	16%
Did the CE program duplicate what is being done already?	25%	47%	25%	3%	

dents were enthusiastic, demonstrating eagerness to participate and excellent recall from session to session.

RESULTS AND ACCOMPLISHMENTS

Secondary Component (7-12)

The secondary program has continued to expand services during the third year of the project. The staff serves faculties and students in 12 junior high schools and 5 senior high schools, including special programs. Major activities for the year included:

- expanding community involvement
- providing teachers and counselors a variety of instructional and staff development alternatives
- evaluating program development
- reporting project progress
- planning various alternatives to facilitate the continuation of the successful elements of the three-year project

The principal of each secondary school was responsible for setting the tone for the career education project. Administrative involvement and planning has varied from school to school and has caused the staff to attempt various methods of implementation. Table 4 presents a summary of responses by secondary principals to career development in their school.

MATERIALS. Current materials and literature were continually reviewed by the project staff. Selection of materials was made by each school through the career specialist and depended upon the needs of students, teachers and counselors. A complete list of all materials was available to faculties at each school (see Appendix G).

The secretaries, under the supervision of the specialist at each high school center, were responsible for the control and distribution of materials. They have become very familiar with materials and have established excellent rapport with the faculty.

Documents have been developed to aid administrators, supervisors, teachers, counselors, and other school personnel in setting up and developing a career education program (see Appendix H).

As a result of the summer writing program, several new documents were developed to aid teachers and counselors. The secondary guides were written by teachers in various subject-matter areas. The secondary career specialists served as resource persons to the writing teams, helping to infuse career education concepts into each guide. Career guidance was made an integral part of the secondary Counselors Handbook written during June, 1975. Group guidance strategies were described to help implement a program of educational/career planning.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS. The three secondary career counseling specialists provided services to administrators, teachers, counselors and students. Table 5 gives a summary of activities for the last two years of the project. Direct services to teachers, counselors and students have been a major function of the career counselor. The counseling staff in each secondary school has the responsibility to coordinate the development of a guidance program. Planning has embraced many departments and subjects in order to achieve the overall school goal of career education. See Appendix I for specific career guidance activities that were implemented at the junior high school level.

The five high school Career Guidance and Placement Centers have been an integral part of the instructional program. Activities included planning field trips, arranging for guest speakers, scheduling representative to talk to students, providing help with applications for special programs and providing help with employment procedures.

The career specialists have provided the principals and counselors of the schools they serve with an ongoing project up-date. The meetings were planned to help communicate ideas and activities going on across the district.

A Career Emphasis Week at one high school provided selected students an opportunity to visit local business/industry. The activity involved students in special education, as well as the regular classroom. Planning for the activity involved most segments of the school.

The student "shadowing" experience was attempted on a small scale with 60 high school students. The activity provided students from various SES backgrounds to participate. Informal evaluation indicated that "shadowing" should be continued with classrooms who make the experience a part of ongoing curriculum activities.

The local district agreed to participate for a second year in the Texas Career Education Measurement Series (CEMS) assessment study. Selected classrooms (19) in the ninth and twelfth grades were administered a survey instrument. An additional category test was administered in four of the classrooms.

Results of the CEMS were interpreted by the staff for the central staff, principals, teachers and students. Instructional activities and resource materials were also discussed.

DISSEMINATION ACTIVITIES. Reporting the progress and activities of the project to various groups was done through news articles, TV programs, workshops, special events and as guest speakers. Members of the career education staff attended meetings of the Division of Instruction, Curriculum Cabinet, various departments and those held at individual schools. Upon request, materials developed locally were sent to other school districts.

Programs on career education were presented to various community groups, such as, Corpus Christi Rotary Club, Pilot Club, City Council PTA, Y-Teen Club, Math Club, Secretary Association and PTA.

A variety of articles dealing with the project, career information, and community involvement have appeared in local and school newspapers/newsletters. These included seven local newspaper articles and fifty informational notes in school newspapers/newsletters.

The superintendent of schools included notes on career education in his memorandum to the Board of Education. The Board was also given a progress report on the project during the preparation of a new career education project proposal.

The Corpus Christi Independent School District and the Education Service Center, Region II co-sponsored a Career Education Dissemination Workshop on April 29, 1976. A total of 46 participants from 16 school districts attended either the K-6 or 7-12 session.

The workshop provided participants an opportunity to examine materials used in the project and to discuss procedures on how to integrate these materials into the curriculum. Local counselors, teachers and people from the community assisted the staff in presenting the program. Table 6 summarizes the evaluation of the seminar.

COMMUNITY INVOLVEMENT. Meetings with the Community Advisory Committee were held each quarter. The agenda for each meeting focused on project activities and community involvement. Attendance at meetings was excellent. Members were very helpful in providing assistance both directly and indirectly to the staff.

The Community Resource Book, an ongoing effort between the local project and local Rotarians, has 400 persons listed. The questionnaire used in the book includes a personal assessment of the individuals career. Profiles are grouped by career clusters for easy access by users.

During the month of February, 1976, twenty-nine teams of counselors visited a variety of business, industry, and service firm/agencies in the Corpus Christi area. The activity was a part of staff development efforts to improve job counseling skills of participants.

As a follow-up activity to the counselors visits in the community, a meeting was held to share information from the various locations. Also, an economic/employment analysis was presented by Dr. John M. Richards, Dean, College of Business Administration, Texas A & I University at Corpus Christi.

PLACEMENT. The placement component of the high school career centers has been a viable method of providing employment experiences to individ-

ual students. Table 7 presents a summary of the placement component during the three-year project.

STAFF DEVELOPMENT FOR TEACHERS AND COUNSELORS (7-12). Various staff development activities were planned and coordinated by the project staff using the District's Professional Renewal Option Plan (see Appendix A). Programs presented during the three-year project have focused on developing group process skills, on CE teaching strategies and on designing instructional materials (see Appendix F).

Staff development programs were planned with secondary subject-matter consultants for the August pre-school inservice. Programs included: Intergrating Career Education into the English Classroom, Career Applications of Advanced Mathematics Electives, Basic Economic and Career Education Understanding for Social Studies Teachers, Foreign Languages and Career Education in a Humanized Classroom, Teaching Strategies for Values Clarification in Health and Physical Education Classrooms and Using Community Resources to Explore Science Related Careers.

The District's Equivalency Time Program (ETP) for inservice, i.e., method by which faculty members may initiate programs that meet personal educational needs, was utilized by two groups.

Thirty-six teachers and four counselors participated in one group. They represented three junior high schools and met in one four-hour session, followed by separate sessions in individual schools. Major focus of the inservice was on identifying available career materials and resources, on correlating materials with the existing curriculum and on planning a workable career education program for participants' schools.

A second group of secondary mathematics teachers used the ETP to develop a booklet, It All Adds Up!. The teachers, the mathematics consultant, and a career specialist have designed the booklet to be used by students and their advisors. The booklet involves the correlation of GED levels, mathematical competencies with career clusters. Information from a Statewide Employer Survey was also included in the booklet.

On January 31, 1976, a workshop was held for secondary social studies and science teachers. Dr. Wiley Wilkerson, Education Service Center, Region IV, was the group leader. The workshop focused on career education materials and teaching techniques appropriate for secondary students in social studies and science classrooms.

On February 16, 1976, Dr. Wilkerson led an inservice seminar entitled: "The Social Studies Curriculum for a Changing World." The evaluation summary of the workshop is presented in Table 8.

On April 15, 1976, an inservice program was held for teachers and counselors K-12. The 194 participants visited local business/industry locations to learn about the range of positions, trends, outlook, employer expectations and description of the facility. Table 9 presents a summary of

responses by participants to the seminar.

PROFESSIONAL GROWTH ACTIVITIES FOR PROJECT STAFF. The project coordinator attended sessions of the Texas Occupational Orientation Workshop held in Corpus Christi, August 4-7, 1975. The local project was included in a presentation, "Civic Clubs - Key to Community Resources."

The project coordinator attended the state conference of the Texas Association for Supervision and Curriculum Development on November 3-5, 1975. One of the special interest groups presented a program on "Infusing Career Education Into the Curriculum, K-12."

The project coordinator attended a Secondary Education Workshop co-sponsored by ESC, Region VI and the Office of Education, DHEW on December 11-12, 1975. The purpose of the workshop was to produce two monographs for presentation at the National Conference on Secondary Education. Assigned topics were: Education Through Work and Service and Multicultural Education.

Two of the career counseling specialists participated in a comprehensive training program for persons with responsibilities for employability skill development and job placement activities. The dates of the training program were January 12-6, March 2-4, and May 3-7, 1976.

TABLE 4

Summary of Responses by Secondary Principals
to Career Development Survey

June, 1976 (N=17)

SOURCE	PERCENTAGE RESPONSE				
	Not At All	To A Slight Degree	To Some Degree	To A Great Degree	To A Very Great Degree
To what extent did the Career Education Counseling Project help					
• increase teacher and counselor knowledge of career development concepts		6%	38%	50%	6%
• provide a vehicle for increasing curriculum relevancy		6%	69%	25%	
• provide useable materials for teachers		6%	19%	56%	19%
• stimulate more teamwork (principal-teacher-counselor-consultant, etc.)		13%	56%	25%	6%
• improve decision-making skills of students		25%	56%	19%	
• increase community assistance in education		38%	50%	6%	6%
• increase student knowledge of career information			31%	63%	6%
Did you feel you had a voice in the implementation of the CE program, if you desired?			19%	56%	25%
In your opinion were the parents supportive of the CE program?			81%	19%	

TABLE 4 (Continued)

Summary of Responses by Secondary Principals
to Career Development Survey

June, 1976 (N=17)

SOURCE	PERCENTAGE RESPONSE				
	Not At All	To A Slight Degree	To Some Degree	To A Great Degree	To A Very Great Degree
Did the CE program duplicate what is being done already?	13%	56%	31%		
Do you think the amount of counselor time devoted to career guidance is adequate?	6%	19%	44%	31%	

TABLE 5

SUMMARY OF ACTIVITIES FOR SECONDARY CAREER SPECIALISTS*

SOURCE	FREQUENCY	
	1974 - 75	1975 - 76
PLANNING		
Plan with principal	28	53
Plan with department	35	23
Plan with department chairperson	70	64
Plan classwork with teachers	328	680
Plan staff development	13	33
Plan with counselor(s)	134	200
CONSULTING		
Confer with principal	161	299
Confer with teachers	958	1,051
Confer with counselor(s)	423	516
DIRECT SERVICES		
Observe class	55	61
Demonstrate lesson	112	214
Provide curriculum material(s)	672	2,453
Direct staff development	4	10
Arrange for speaker(s)	253	320
Independent student assessment	159	152
Use of Career Centers by students	11,777	14,851

*Specialists: Miss Judy Bly, Miss Bernice Bouldin, Mrs. Elda Perez

TABLE 6

Summary of Responses by Participants to Career Education Dissemination Workshop

April 29, 1976 (N=45)

SOURCE	RATING*		
	K-6	7-12	TOTAL
The overall quality of the workshop.	4.5	4.3	4.4
Was this experience beneficial and potentially helpful to the Career Education Program in your school or school district?	4.5	4.2	4.4
How well did the group leader(s) relate the Career Education Program?	4.6	4.5	4.6
To what extent were your questions regarding the local Career Education Program answered?	4.6	4.4	4.5
To what extent did the workshop meet your individual needs?	4.2	4.1	4.1

*Rating (1=poor to 5=excellent)

TABLE 7

Summary Report of Placement Component
at Five High School Career Guidance Centers
1973 - 1976

SOURCE	FREQUENCY		
	1973-1974	1974-1975	1975-1976
Employers Contacted	102	421	228
Applications on File	709	1,260	609
Sent for Interviews	265	716	464
Job Orders*	Not Available	134	173
Placement			
Part-time or permanent	161	291	152

*Reflects multiple listings

TABLE 8

Summary of Responses by Social Studies Teachers to
Seminar: "The Social Studies Curriculum for a Changing World"

February 16, 1976 (N=46)

SOURCE	PERCENTAGE RESPONSE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The objectives of the seminar were clearly established.	32%	68%			
The seminar activities were appropriate for the proposed objectives.	30%	65%	5%		
The seminar was well-organized with respect to management of time and materials covered.	35%	55%	10%		
If so designed, the seminar was successful in providing specific teaching skills and techniques.	25%	60%	5%	5%	5%
The seminar was valuable in terms of introducing new concepts for enhancing job performance.	43%	43%	9%		5%
Participation in the seminar increased your knowledge of the subject and the competencies covered.	35%	50%	15%		
The leader was knowledgeable with respect to the material presented.	57%	39%	4%		
The seminar stimulated enthusiasm to try different ideas and approaches.	52%	32%	12%		4%

TABLE 8 (Continued)

Summary of Responses by Social Studies Teachers to
Seminar: "The Social Studies Curriculum for a Changing World"

February 16, 1976 (N=46)

SOURCE	PERCENTAGE RESPONSE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The seminar was of sufficient value to justify its being offered again.	33%	61%	6%		
The number of hours allocated for the seminar was appropriate.	24%	62%	14%		
The size of the seminar was appropriate for the activities planned.	30%	70%			

Seminar Leader: Dr. Wiley Wilkerson
Education Service Center, Region IV
Houston, Texas

TABLE 9

Summary of Responses by Inservice Participants
to Community Field Trip Experience

April 15, 1976 (N=194)

SOURCE	PERCENTAGE RESPONSES				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The objectives of the field trip were clearly established.	48%	46%	5%		1%
The field trip activities were appropriate for the proposed objectives.	45%	48%	3%	4%	
The field trip was well-organized with respect to management of time and information covered.	56%	37%	6%	1%	
The guide or representative communicated effectively and provided opportunities to ask questions.	62%	33%	4%	.5%	.5%
The field trip provided opportunities to learn about occupations involving various levels of preparation.	57%	34%	5%	2%	2%
Participation in the field trip increased your knowledge of various job opportunities.	53%	38%	8%	.5%	.5%
The guide or representative was knowledgeable with respect to the information presented.	59%	36%	2%	1%	2%

TABLE 9 (Continued)

Summary of Responses by Inservice Participants
to Community Field Trip Experience

April 15, 1976 (N=194)

SOURCE	PERCENTAGE RESPONSES				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The field trip stimulated enthusiasm to try different Career Education ideas and approaches.	46%	39%	9%	3%	3%
The seminar was of sufficient overall value to justify its being offered again.	54%	36%	6%	2%	2%
The number of hours allocated for the seminar was appropriate.	48%	46%	3%	2%	1%
The size of the seminar was appropriate for the activities planned.	54%	44%	2%		

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of observations and data collected, the following conclusions were made:

- While the degree of perceived goal accomplishment varies from grade to grade and between teachers and students and may not be at the magnitude one would optimally desire, positive CE movement and involvement throughout the school district has occured during the relatively short span of three years. Regardless of which measuring devices are employed, the evidence is persuasive the Career Education objectives as articulated by the CCISD are being achieved.

- At all levels teachers, students, and administrators are requesting more resources, time, personnel and the like. They believe that CE is effective in their schools, and is a worthwhile expenditure of resources in terms of student development. They accept the notion that this is what education is all about.

- Materials developed by the CE staff meet the need for fresh approaches to the study of self and environment. They are viewed by teachers and counselors as motivational in that the relationship between education and life are explored.

- Data indicates that students like and appreciate the opportunity to experience decision-making strategies from which they derive much information about a wide variety of clusters. Concomitant skills are developed in the areas of effective communication, active listening and the association of personal abilities with occupational choices.

- In-service opportunities in the three years have been unique in that provision has been made for development of better teaching skills as well as clarification of CE concepts.

- The tremendous community representation in the schools has established a valuable liaison between business and education, making both groups more cognizant of the interrelatedness of mutual efforts.

Recommendations

The conclusions that were drawn from the third year of the project provided the following recommendations:

- It is recommended that personnel continue to be placed in schools as CE program facilitators. There is strong evidence that the regular school counselor cannot fulfill this role.

- It is recommended that administrators continue to support CE activities which have been included in elementary and secondary teaching guides.

- It is recommended that elementary counselors, in the absence of a CE consultant, be made aware of their vital role in encouraging CE activities and developing methods to assist teachers in this area.

- It is recommended that administrators and counselors be made aware that Career Education activities

  - represent a natural confluence of guidance and academic areas

  - constitute a preventive approach since young children learn to choose among alternatives and make decisions, both requisite to social maturity

  - are for all children regardless of academic ability

  - provide a variety of work models from the community for children to observe

- It is recommended that similar in-service opportunities be provided teachers and counselors so that growth in group interaction skills may continue.

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APPENDIX A

PROFESSIONAL RENEWAL OPTIONS PROGRAM

APPENDIX A

PROFESSIONAL RENEWAL OPTIONS PROGRAM

PROGRAM DEFINITIONS

Materials/Program Orientation. These programs are those related primarily to meeting organizational needs such as activities necessary to the opening of school, to the initiation of new programs, or for use of new materials. Teachers involved in special programs may be required to participate in up to eight hours of inservice related to these programs. Such programs must be submitted through and approved by the office of the appropriate assistant superintendent.

Equivalency Time Program (ETP). Equivalency time program seminars will be conducted outside regular school hours with the seminar time accumulative up to 24 hours. From 1 to 3 days of release time will be allowed on those days identified for workday equivalents. Seminars proposed as Equivalency Time Programs must be approved by the office of Employee Development.

Ongoing Programs. Programs which offer opportunities for improving the teaching-learning process similar to many offered in past workshops will be developed on both an awareness and an indepth basis. Such programs will be reviewed by the Advisory Committee and approved by the office of Employee Development. Such programs may count as an equivalency time program if conducted after school hours.

Individual Study Arrangements. Opportunities will be provided for a teacher or teachers with common interests to research, design, and propose programs in response to individual, school, or district needs. Such programs must be approved by the appropriate personnel (principal, departmental director, etc.) and by the office of Employee Development. Such programs may count as an equivalency time program if conducted after school hours.

Minigrant Proposals. Under a Title III, ESEA proposal, expansion of the independent study arrangements will provide limited funds for materials and release time for research, etc., of the individual project. Such programs will be reviewed by the Advisory Committee and must be approved by the office of Employee Development. Such programs may count as an equivalency time program if conducted after school hours.

Building Department/Module Meetings. Workshops may be designed and initiated by faculties or segments thereof in response to identified needs. Such programs may count as an equivalency time program if conducted after school hours and approved by the appropriate personnel and by the office of Employee Development.

District-Wide Awareness Programs. Seminars based on the results of a needs assessment survey. The purpose of these seminars will be

to expose participants to new concepts and strategies for improving the educational process. Such seminars should serve as the basis for development for ETP seminars to be offered at a later date.

APPENDIX B

A DEVELOPMENTAL CAREER EDUCATION AND GUIDANCE PROGRAM
IN THE ELEMENTARY SCHOOL

"IT'S GREAT TO BE"

APPENDIX B

CAREER EDUCATION COUNSELING PROJECT

"IT'S GREAT TO BE"

A Developmental Career Education and Guidance Program
in the Elementary School

Name of Program: "It's Great To Be"

Level: Advanced Module I & II

Objectives and Goals:

- To increase pupil awareness of a variety of occupations by introducing people who are enthusiastic about their present career area.
- To present information about the designation of occupations into Career Clusters.
- To assist students in understanding the relationship between education and careers.
- To inform pupils about general advantages and disadvantages inherent in career areas.
- To increase oral language skills as students learn to ask questions from general to specific.
- To facilitate the development of listening skills since students must hear and remember questions asked before synthesis of information occur.
- To bring about a closer relationship between the school and the community.

Format:

"It's Great To Be" uses the format of the "What's My Line?" TV program. A guest is invited each month whose identity remains a mystery until the conclusion of the questioning. Students ask questions requiring a "yes" or "no" answer in an effort to form a composite of the occupation represented. After 20 questions, clues may be given and/or occupation guessed. The guest is introduced by the teacher or counselor after which students may ask additional questions to enhance their knowledge of the occupation.

Guests are chosen to represent the Career Cluster of the Month (attached).

Suggestions for Effective Implementation:

- Active pupil participation is basic. If children are slow to begin questioning, counselor or teacher might begin to interject questions, summarize occasionally, typing information together.

- The mystery quality of the game is essential. Do not emphasize "messages" regarding moral or value judgments relating to "hard work," "study hard," "someday you could become a _____ if you will just work toward your goal," etc.

- This experience is really one of mutual cooperation; the pupils can be depended upon to develop the process with minimal assistance.

- While the counselor coordinates the screening of guests, each teacher and principal should suggest at least two names for the year. Ease in securing guests will then be assured.

- "It's Great To Be" sessions should be <u>fun</u> as well as informative for pupils and teachers. The game aspect of the program should be stressed.

- Teachers, counselors or students may role-play various occupations. Principals should be invited to take an active part in this phase.

- The game is presented on the average of once a month.

- Pupils may take turns acting as the moderator, who calls on students, and recorder, who serves as score keeper. When twenty responses are received, the guest may tell his occupation or give clues as to his identity.

- A five-to-ten minute question and answer period will follow during which the guest may relate such information as job preparation, entry requirements, advantages and disadvantages.

- Each guest makes a separate appearance in every room in the grade level, averaging no more than three presentations. A presentation is about 20 minutes per class. In the event that there are more than three rooms, classes may rotate in participation. Another approach, useful in open classroom settings, is to use a fishbowl whereby several students are selected from each class group and are seated in a circle in a central place in the room. Questioning is done by this group, changing participants each month.

Developing Questioning Strategies:

- Explain to the students the "What's My Line?" format including the purposes of "It's Great To Be" -- to get to know about people in the community and the kinds of work they do.

- Ask pupils what would be important to know in order to guess the occupation, helping them to learn the necessity for asking questions requiring a "yes" or "no" answer. (i.e., do you work indoors, wear a uniform, work with people, need special training, use special equipment, etc).

- Explain the rules of the game. For example:

  - questions require "yes" or "no" answer

  - do not guess occupation until 20 answers have been recorded. The first 20 questions should begin with "do you?" Subsequent questions may begin with "are you?"

  - try to remember what has been asked and put the answers together in a composite

- Role-play by counselor, teacher, and students will provide practice. Pupils will learn the skill of questioning very rapidly, particularly if role-playing continues throughout the week as a fun activity.

Evaluation:

- The Summary and Evaluation sheet should be completed and sent to the Career Education Consultant after each monthly session (copy attached). The counselor or teacher should conduct the follow-up session in only one classroom, rotating throughout the grade level each month.

- The Yearly Summary sheet should be completed by the counselor at the end of the year (copy attached). This data should be forwarded to the Career Education office.

Suggestions for Additional Activities:

- A Career scrapbook may be started, with pictures of occupations cut from magazines and research articles clipped or written by students.

- A Career photograph album may be kept with snapshots or sessions including guests and children participating. Some children may have cameras and wish to be class photographers.

- "It's Great To Be" booklet. Each child may decorate a cover and include his own drawings of each guest with several sentences about his impressions of the occupation.

- "It's Great To Be" bulletin board with newspaper or magazine pictures and articles about various workers. Children's art impressions might also be used.

Guest Selection Procedures:

- Invite guests representative of the Cluster of the Month. Cluster should not be introduced to students until after guest appearance so that the mystery element of the game will be enhanced.

- Guests should be asked to bring equipment or materials, if possible, which are used in their occupations.

- Guests should be asked to repeat childrens' questions when answering so that the classroom may hear what is being answered.

- Guests representing other than traditional roles should be invited (i.e., use of technical, medical and dental careers, persons other than in the field of education). Management personnel might be asked to role-play technical or semi-skilled jobs to insure representation of each field.

- A greater number of guests representing minority groups should be asked.

- Equalized the number of female guests rather than a predominance of male guests.

- After initial contact, the attached letter or a modified form might be mailed to the guest.

- Adequate instructions on location of school are very important.

- A second call shortly before appearance date might eliminate failure of the guest to arrive.

- A letter of thanks is sent from the Career Education Consultant to each guest if the office is informed of his or her appearance.

- If help is needed in securing guests, do not hesitate to call the Career Education Consultant who will assist you in any way possible.

APPENDIX B (Continued)

"It's Great To Be": Summary and Evaluation Sheet

Date_____

School_____Teacher_____Grade_____

Mystery Guest_____Position_____

Where Employed _____

Address_____Phone_____

General Evaluation: (Use this code: 1= not at all; 2= slightly; 3= average; 4= a good deal; 5= to a great extent)

Pupils were:

_____ interested

_____ enthusiastic

_____ asking clarifying questions — going from general to specific

_____ asking relevant questions in the "post-game" follow-up

Other classes in our school would probably benefit from having this resource person (use 1 - 5 scale) _____

Follow-up (one to two days after program*).

_____/_____ recalled the name of the resource person

_____/_____ recalled the job title of the resource person

_____/_____ recalled two factors which the resource person liked about his work

_____/_____ recalled one way to prepare for the work done by the resource person

*Indicate approximate fraction of group in fourths, as 3/4 recalled the name, etc., 1/4 recalled one way, etc.

Other comments, follow-up planned, etc._____

_____

Return to Elizabeth Falk, Developmental Services, five days after your program. Please route through your counselor.

APPENDIX B (Continued)

It's Great To Be

Summary Record Sheet

School_____ Grade Level(s)_____

Counselor_____

Date	Guest's Career Career Cluster	Name of Guest	Level*	M/F	Ethnic/ Racial

*P=Professional; T=Technical; S=Semi-skilled

SAMPLE OPTIONAL USE

APPENDIX B (Continued)

Thank you for accepting the invitation to appear as a guest on our career game, "It's Great To Be."

As we discussed, you will be the mystery guest in ___classrooms of _____ grade students. Total time will be approximately one hour. Children will attempt to guess your occupation by asking questions which require only a "yes" or "no" answer. If the question cannot be answered by a yes or no, you may want to qualify your answer in a brief way. It is helpful if you repeat the question as you respond so that everyone will be sure to hear the question. After twenty questions, the children may guess particular occupations in an effort to determine yours. If they are unsuccessful, you may wish to give several clues.

Students may wish to ask further questions similar to those on the bottom of the page. If there are tools or equipment used in your job which you wish to bring, it would be interesting for the children to examine them. And a reminder --- check to be sure you are not wearing a name tag or something which gives away your occupation.

We shall be expecting you on:

- Day, time, date: _____
- School: _____
- Address: _____

If you have any questions, you may call me at 884-6945.

QUESTIONS THAT INTEREST CHILDREN ABOUT YOUR WORK

1. What special interests or skills do you need for your job?
2. What training is needed for this job?
3. What type of person do you need to be in order to like and be successful at your job?
4. What are some of the different jobs you have had and which have led to your present one?
5. Do you think any mistakes you have made have helped you make better decisions?
6. Do you have any outside interests that have helped you decide on your present occupation?
7. What school subjects do you use in your work? How do you use them?
8. Are your hobbies similar to or different from your job?
9. Has your occupation changed in the last 5 or 10 years? What do you think it will be like in 10 more years?

APPENDIX B (Continued)

CAREER CLUSTERS 1975 - 1976

September	Business and Office
October	Construction
November	Fine Arts & Humanities
December	Manufacturing
January	Personal Services
February	Transportation
March	Marine Science
April	Health
May	Public Service

APPENDIX C

ELEMENTARY CAREER EDUCATION MATERIALS

APPENDIX C

ELEMENTARY CAREER EDUCATION MATERIALS

Materials distributed by the Career Education program in each project elementary school are listed below.

SRA FOCUS ON SELF-DEVELOPMENT KITS

Two Stage I - Awareness
Two Stage II - Responding
Two extra Teacher's Manuals - Awareness
Two extra Teachar's Manuals - Responding

GUIDANCE ASSOCIATES FILMSTRIPS

One "Who Do You Think You Are?"

MIT PRESS

One "Yellow Pages of Learning Resources"

CONSTRUCTIVE PLAYTHINGS

One set "Workers We Know"

KING FEATURES

Career Awareness featuring Popeye the Sailor

MCGRAW-HILL SERIES

"What Job For Me" (18 booklets)

SCHOLASTIC-KINDLE FILMSTRIPS

One "Who Am I?"
One "How Do I Learn?"

DAVID C. COOK TEACHING PICTURES

One set "Social Development"
One set "Career Awareness"
Two sets "My Community"
Two sets "Home and Community Helpers"
Two sets "School and School Helpers"
Three sets "Transportation"
Three sets "Moods and Emotions"
Three sets "Learning About Money"
One set "Learning About Human Relationships"

DEVELOPMENTAL LEARNING MATERIALS

One set - The Many Faces of Children
One set - Large Body Puzzles (white)
One set - Large Body Puzzles (black)
One set - People Puzzles
One set - Multi Ethnic Children Puzzles
Two sets - Job Puzzles
Animal Puppets

BOOKS

"The Daddy Book" - McGraw-Hill
"What Do People Do All Day?"
"Real People at Work" - Changing Times

APPENDIX D

MAGIC CIRCLE AWARENESS WORKSHOP

APPENDIX D

AGENDA: MAGIC CIRCLE AWARENESS WORKSHOP
FEBRUARY 15, 16, 1976. DR. UVALDO PALOMARES, PRESENTER

OBJECTIVES & AGENDA

Sunday, February 15, 1976. Training Workshop for Selected Teachers (32) and Counselors (4). At Schanen Elementary School.

Objectives.

- Participants will become familiar with basic theory of HDP-Magic Circle and with three specific applications of Circle activities through didactic, demonstration, and participation media.
- Participants will utilize the concepts, information, and skills as group facilitators in the district in-service program on February 16, 1976.

Time schedule.

2:00-2:30	Introduction to HDP, Theory and Practice. Overview of circle process.
2:30-3:10	Demonstration circle #1. Topic: My Favorite Place. (Awareness: Positive feelings, thoughts, behavior). Process review.
3:10-3:50	Demonstration circle #2. Topic: I Helped Someone Who Wanted My Help. (Social interaction: Helping). Process review.
3:50-4:30	Demonstration circle #3. Topic: Something That I Do Well That I Like To Do. (Mastery: Learning). Process review.

Sunday evening. Short address by Dr. Palomares followed by a reception. The program, sponsored by C.C.A.S.C.D., is for the school district's supervisors and administrators and for representatives from community mental health agencies--public and private. Expected attendance: 100-150. Agenda follows:

6:45 p.m. - 7:25 p.m.	Introductions. Talk by Dr. Palomares. Topic: Affective and Cognitive Learning: Mix Well and Serve Warm in Generous Portions.
7:25 p.m. - 8:00 p.m.	Refreshments and reception for Dr. Palomares.

APPENDIX D (Continued)

Monday, February 16, 1976. At Sanders Elementary School. Workshop for teachers, mostly elementary school, but some from secondary schools. Also counselors and several administrators from elementary schools. Expected attendance: 200-300.

Objectives/Activities.

- Participants will be aware of the concepts of HDP-Magic Circle.
- Participants will be involved in three circle activities to illustrate the awareness, mastery, and social interaction concepts.
- Participants will develop an awareness of some approaches and techniques which may be selectively utilized to facilitate communication and interaction between teachers and pupils.

Time schedule.

8:15-9:30	Registration, introductions: Ray Falk. Opening address by Dr. Palomares. Topic: Awareness, Social Interaction, and Self-Mastery: Keys to Human Development.
9:30-9:40	Coffee Break
9:40-10:50	Small Group Meetings. Dr. Palomares circulates among groups. Circle topic #1. My Favorite Place. (Awareness: Positive feelings, thoughts, behavior). Close circle. Informal discussion re: group process, sharing, thoughts, and feelings. Circle topic #2. I Helped Someone Who Wanted My Help. (Social interaction: Helping). Close circle. Process review, time permitting.
10:50-11:30	Participants return to large group. Dr. Palomares gives and solicits feedback on group process and interaction. Selective applications in classroom setting.
11:30-12:45	Lunch
12:45- 1:45	Demonstrations by Dr. Palomares with nine pupils (grades 4-6). Dr. Palomares to select topic. Afterwards, commentary, feedback with/from teachers.
1:45-2:00	Break
2:00-2:45	Small group meeting. Dr. Palomares circulates. Circle topic #3. Something That I Do Well That I Like To Do. (Mastery: Learning). Close circle. Process review.
2:45-3:40	Participants return to large group. Dr. Palomares gives and solicits feedback. Selective applications in the classroom setting. Dr. Palomares summarizes and synthesizes (last 10 minutes).
3:40-3:45	Wrap up; announcements. Ray Falk.

APPENDIX E

MAGIC CIRCLE LEADERS WORKSHOP

APPENDIX E

MAGIC CIRCLE LEADERS WORKSHOP
June 1-4, 1976

Goal: To promote the use of the Human Development Program-Magic Circle as a means to assist pupils in developing awareness of self and others; self-confidence; personal effectiveness; and social interaction skills. These personal attributes are bench marks for the career awareness, exploration, and selection process, basic to career education concepts.

Objectives: The purpose of this component was

- to train Magic Circle leaders -- teachers and counselors
- to solicit a willingness from participants to seriously consider implementing Magic Circle in the classroom setting during the 1976-1977 school year
- to solicit a willingness from the principals of the teacher participants to encourage and support the implementation of Magic Circle
- to develop a Magic Circle support team in the involved schools, consisting of the counselor and one or more teachers
- to train Associate Trainer candidates who will be prepared to lead future workshops of Magic Circle leaders-to-be

Activities: The Human Development Program Training Institute, La Mesa, California contracted to furnish a workshop leader. James Barone, National Training Director for Human Development Program Training Institute conducted the workshop. The workshop was held June 1, 2, 3, 1976 at Schanen Elementary School. The 35 participants included

- 24 teachers representing 15 elementary schools
- 5 elementary school counselors who serve 15 schools
- 6 Associate Trainer candidates, four of whom are counselors and two are consultant/coordinator

In addition, the leader spent an additional day, June 4, 1976 with the Associate Trainer candidates to discuss the issues, process, and procedures re: implementing and sustaining Magic Circle.

Outcome. All 35 participants volunteered for the workshop. Their workshop fee was funded through the project, but no additional stipend was

provided. The 24 teachers and the counselors completed their contract year on Monday, May 31, 1976. On Tuesday, June 1 the workshop began. Six of the 24 were scheduled to teach summer school, beginning June 7. This is a testimonial to the interest and motivation of the participants.

All participants who attended the three-day training workshop rated activities as very good - excellent, helpful - very helpful and useful - very useful.

APPENDIX F

CAREER EDUCATION STAFF DEVELOPMENT

APPENDIX F

CAREER EDUCATION STAFF DEVELOPMENT

June 4-5, 1973 — Career Guidance Through Groups

Participants: Secondary Counselors (N=38)
Leader: Mr. Ken Holliday
Mr. Harry Davis
Vocational Guidance Service
Houston, Texas

August, 1973
(Pre-school workshop) — Career Education Orientation for Elementary and Secondary Counselors

Leader: Staff

January 3-4, 1974 — Career Education Orientation (four presentations)

Participants: All elementary faculties
Leader: Staff

January 3-4, 1974 — Career Education Orientation (four presentations)

Participants: All secondary faculties
Leader: Staff

January 3-4, 1974 — Career Education Materials (two sessions)

Participants: Teachers and Counselors
Leader: Education Service Center, Region II

April 22-23, 1974 — Workshop on Career Education

Participants: Selected elementary teachers plus counselors (N=59)
Leader: Dr. Gary Landreth
North Texas State University

Spring, 1974 — Infusion of CE Concepts into the Curriculum (series of half-day sessions)

Participants: Selected secondary teachers from mathematics, science, and social studies areas attended the separate sessions.
Leader: Staff

June 6, 1974 — Career Assessment Instruments

Participants: Secondary Counselors (N=36)
Leader: Dr. Charles M. Clark
Corpus Christi, Texas

August, 1974
(Pre-school workshop) — Career Education Activities

Participants: Elementary Counselors
Leader: Elementary Career Guidance Consultant

September, 1974 — Implementing CE into the English, Mathematics and Home Economics Curriculum

Participants: Senior high school teachers from Carroll and Moody (ETP)
Leader: Career Specialist

November 21, 1974 — Career Awareness Through Group Guidance

Participants: Junior high school counselors and principals (N=33)
Leader: Dr. Gary Landreth
North Texas State University

November 22, 1974 — Economic Dimensions of the World of Work

Participants: Secondary teachers and counselors (N=88)
Leader: Dr. William Luker
North Texas State University

November 22, 1974 — Decision-Making Program for Secondary Students

Participants: Secondary teachers and counselors (N=81)
Leader: Mrs. Elsie Whorton (CEEB)

November 22, 1974 — Career Development Through Group Interaction

Participants: Elementary teachers and counselors that began project implementation during the 1973-74 school year (N=51)
Leader: Dr. Gary Landreth
North Texas State University

November 22, 1974 — Career Development Through Group Interaction

Participants: Elementary teachers and counselors that began project implementation during the 1974-75 school year (N=44)
Leader: Dr. Gary Landreth
North Texas State University

March 3, 1975 — Community Field Trip Experience

Participants: Teachers and counselors (N=224)
Leader: Staff

April 25, 1975 — Community Field Trip Experience

Participants: Teachers and counselors (N=225)
Leader: Staff

September, 1975 — Developing Motivational Materials for Fundamentals of Mathematics Students

Participants: Secondary mathematics teachers (ETP)
Leader: Teacher and Career Specialist

January 31, 1976 and February 16, 1976 — The Social Studies Curriculum for a Changing World

Participants: Secondary social studies teachers (N=55)
Leader: Dr. Wiley Wilkerson
ESC, Region IV, Houston, Texas

February 16, 1976 — Developing Communication and Decision-Making Skills (Magic Circle)

Participants: Elementary teachers and counselors (N=425)
Leader: Dr. Uvaldo Palomares
La Mesa, California

April 15, 1976

Community Field Trip Experience

Participants: Teachers and counselors (N=194)
Leader: Staff

August, 1975
(Pre-school workshop)

Review of Elementary CE Program and Discussion of Group Process Skills

Participants: Elementary Counselors, Diagnostic Service Staff and School Nurses
Leader: Staff

August, 1975
(Pre-school workshop)

Career Education in the Secondary Program

Participants: English, mathematics, social studies, foreign language, health and physical education and science teachers
Leader: Staff, teachers, consultants, including
Mrs. Karen Abernathy
Denton, Texas (Social studies)

September, 1975

Correlating CE Materials with the Junior High School Curriculum

Participants: Junior high school teachers and counselors from three schools (ETP) (N=40)
Leader: Career Specialists

June 1-3, 1976

Training Workshop to Develop Communication and Decision-Making Skills for Students

Participants: Elementary teachers and counselors (N-35)
Leader: Mr. James Barone
Human Development Institute

APPENDIX G

SENIOR HIGH SCHOOL CAREER EDUCATION MATERIALS

APPENDIX G

SENIOR HIGH SCHOOL CAREER EDUCATION MATERIALS

GENERAL REFERENCE MATERIALS FOR STUDENTS	Location of Materials*
Career Information Handbook, 1973.	ALL
Resource book divided into the 15 job clusters. Each cluster is defined by examples and gives sources for additional information.	
Changing Horizons: A Profile of Jobs in Corpus Christi to 1980 (TEC)	ALL
Comparative Guide to American Colleges, fifth edition, James Cass and Max Birnbaum	ALL
Concise Handbook of Occupations, Costello and Wolfson	K, MO, R
Dictionary of Occupational Titles, Volume I and II.	ALL
Volume I contains 35,500 job titles and descriptions of occupations which are listed alphabetically. DOT numbers are assigned to each title.	
Volume II contains the same job titles listed in DOT number sequence and a section in which job titles are arranged according to industry. Information relating to the last three digits of the DOT numbers concerning worker traits and requirements for different jobs is also given.	
Encyclopedia of Careers and Vocational Guidance, Volume I and II, J.G. Ferguson Co., 1972 revision.	ALL
A guide for the career planning of students. Volume I contains 71 articles by leaders of industry; Volume II discusses the specifics of 650 occupations.	
Health Careers Guidebook, third edition 1972.	ALL
Latest information on opportunities in health fields. What the occupation is and what it does, what aptitudes and skills it requires, what kind of education is needed and how long the training takes and what the opportunities are for advancement.	
Health Careers in Texas, 1974.	ALL

*C-Carroll, K-King, MI-Miller, MO-Moody, R-Ray

	Location of Materials
Health Careers Resource Manual.	ALL
Similar to "Health Careers in Texas" but directed toward the minority student.	
Minnie Stevens Piper Foundation Handbook, 1976-77 edition.	ALL
Compendium of Texas Colleges and financial aid calendar.	
Occupational Outlook Handbook, 1976-77 edition.	ALL
More than 850 occupations representing a large percentage of the work force are included. A photograph and information concerning the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information are included for each occupation.	
Occupational Outlook Reprint Series.	ALL
Over 150 individual copies of information from the Occupational Outlook Handbook.	
Patterson's Schools Classified, 1974.	ALL
A listing of career fields in 7,000 schools and institutions.	
Profiles of American Colleges: The South, Barron's	ALL
Texas College and Career Guide, Donald Armstrong, 1975.	ALL
A comprehensive presentation of Texas Higher Education.	
Science and Engineering Careers (Careers, Inc.)	MI, R
Career facts on over 120 science and engineering careers.	
Texas VIEW (Vital Information for Education and Work).	ALL
Up-to-date occupational information on 466 jobs which do not require a baccalaureate degree as an entry requirement.	
1001 Job Ideas for Today's Woman, Ruth Lembeck	ALL

TEACHER REFERENCE MATERIALS

Location of Materials

BOOKS

VALUES EDUCATION

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney Simon, Leland Howe and Howard Kirschenbaum, 1972. — ALL

Provides the teacher with 79 practical strategies and hundreds of specific suggestions to help students become aware of their own feelings, ideas and beliefs.

Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living, Sidney B. Simon, 1974. — ALL

Based on Simon's Values Clarification, this book features many of the same exercises in a format for individual development of greater self-awareness and organized self-knowledge.

Composition for Personal Growth: Values Clarification Through Writing, Robert C. Hawley, Sidney B. Simon, and D. D. Britton, 1973. — K, MO, R

A practical handbook on the teaching of values through student writing.

Human Values in the Classroom: Teaching for for Personal and Social Growth, Robert C. Hawley, 1973. — K, MO, R

Teaching and learning based on human needs and values are described in terms of specific techniques and classroom procedures.

A Handbook of Personal Growth Activities for Classroom Use, Robert C. Hawley and Isabel L. Hawley, 1972. — K, MO, R

Contains over 90 activities, with exploration and rationale for each, designed to help students learn and expand personal skills and strengths.

Self-Awareness Through Group Dynamics, Richard Reichert, 1970. — K, MO, R

In the belief that real learning should affect the life-styles of students, the author describes twelve group experiences

Location of Materials

for classroom investigation of values, attitudes, and roles.

Value Exploration Through Role-Playing, Robert C. Hawley, 1974. — K, MO, R

A description of specific role-play techniques applicable in junior and senior high schools. The author shows how the "open chair" is used, gives 18 formats for role-playing and considers how this technique can be applied in the teaching of subject matter, the development of moral judgment, and decision making.

Deciding for Myself: A Values Clarification Series, Wayne Paulson, 1974. — K, MO, R

A program designed to facilitate the application of the values-clarification approach. There are three sets of participant materials and a Leader Guide. Each set of materials contains ten eight-page units, with 200 strategies.

Decisions and Outcomes, H. B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller, CEEB, 1973. — ALL

A course of study on the decision-making process, stressing the three main elements of decision-making -- information, strategy, and values — and how to use these elements to gain increased freedom and control in one's life. The materials are designed for use in a group setting and ask the students to make choices in true-to-life situations which are then analyzed. Classroom sets of student booklet are available at each high school Career Center.

Decisions and Values Classroom Paperback Library with teacher's guide. — ALL

40 paperback books, especially designed to accompany sound-slide programs: Clarifying Your Values: Guidelines for Living and Hard Choices: Strategies for Decision-Making (see sound-slide listing for locations).

Location of Materials

The Decisions and Values Classroom Paperback Library includes: (5 copies of each in career centers)

Bless the Beast and Children by Clendon Swarthout
Hey, Dummy by Kin Platt
My Darling, My Hamburger by Paul Zindel
The Price by Arthur Miller
A Raisin in the Sun by Lorraine Hansberry
Siddhartha by Hermann Hesse
A Single Light by Maia Wojciechowska
The Water is Wide by Pat Conroy

How to Decide: A Guide for Women (CEEB) — ALL

A workbook with a series of exercises such as relating your values to work, information is power, and developing alternatives.

OTHER BOOKS

Fables (Argus) — K, MI, MO

A series of four fables joining language and reading skills with thought, fantasy, and expression.

Career Education in the Middle/Junior High School, Rupert Evans, Kenneth Hoyt and Garth Mangum, 1973. — K, MI, MO

Career Education in the Academic Classroom, (ed.) Garth Mangum and others, 1975. — K, MI, MO

Career Education: What It Is and How To Do It, Kenneth Hoyt, 1974. — K, MO, R

Career Information in Counseling and Teaching, second edition, Lee E. Isaacson, 1971. — K, MO, R

Loneliness in the Schools, Marc Robert. — C

Manpower and Economic Education, Robert Darcy and Phillip E. Powell, 1973. — ALL

Accentuate the Positive (Careers, Inc.) — ALL

Location of Materials

HANDBOOKS AND GUIDES

It All Adds Up!, CCISD, 1976 — ALL

This booklet is designed to be a motivational resource for the use of students in the Fundamentals of Mathematics course, grades 9-10. Classroom set of booklets are available at each high school Career Center.

Career Education Resource Guide, General Learn-Press, 1972. — ALL

Career oriented activities which have been developed and put into practice by one or more school districts in the United States. Each activity has sections, materials, lesson capsule, and observations.

Career Education in the Environment, 1972 — K, MO, R

Designed to be used in the exploration of environmental problems and provides information on existing and emerging career opportunities in this field.

Texas VIEW (ESC XIX) — ALL

Guide, transparencies and printed job descriptions are available.

A Digest of Resource Activities for Career Education, James Dasher, Arkansas State Department of Education, 1973. — R

Sampling of activities used to fuse career education into the regular curriculum.

Coping With Series Manual, Gilbert Wrenn and Shirley Schwarzrock, 1973. — ALL

The Coping With Series has been written for young people about their interests, values, and problems with which they are most concerned. They may be used for individual reading, as background for class discussions and for special group counseling and guidance.

Coping With Series booklets available are:

I'd Rather Do It Myself, If You Don't Mind

Do I Know the "Me" Others See?

Location of Materials

My Life - What Shall I Do With It?

You Always Communicate Something

Exploring Careers: A Teacher's Handbook, Keith and Kathryn Kearins, 1973. — K, MO, R

Sixteen classroom activities that teach career awareness and preparation to students. Activities are applicable to many subject areas.

Career Education Starter Kit: A Student-Centered Teaching Manual, Norman L. Ellenberg, 1973. — K

Presents ways for the teacher to reinforce career guidance through the use of community and school resources.

The Art of Developing a Career-Helpers Guide, Theodore W. Friel and Robert R. Carkhuff. — K, MO, R

Based upon the phases of learning - exploration, understanding and action -- the guide develops programs for expanding career alternatives narrowing career alternatives and developing a career program.

Career Education Activities for Subject Area Teachers (Abt Associates) — K, MO, R

Lesson sheets designed by teachers to help infuse career education into existing subject areas of instruction.

I(t) Work(s) Program (NTSU) — K

Complete outline and activities for understanding basic economic principles (see sound/slide listing for media support).

Program includes four student booklets:

The Nutshell - Introduction to Economics

Instability - Ups and Downs of a Market Economy

Change - Social and Economic Dimensions

Marketability - Life and Career Planning

The Career Guidance Class, second edition, Jeff Ferguson. — K, MO, R

This handbook provides a complete, step-by-step guide to exploring career choice in a group setting.

Location of Materials

Poster Ideas for Personalized Learning, Betsy Caprio. ALL

This guide gives many strategies for using the Argus posters found in the career centers.

My Job Application File, Kahn, Publishing Co., 1974. ALL

Gives examples of various job application forms.

Exploring Clerical Careers, Robert Ristau, 1974. K

BULLETINS

Relating General Educational Development to Career Planning, U.S. Department of Labor, 1971. ALL

This publication is intended to facilitate the process of career development by relating the general educational development required for different jobs to reasoning mathematics and language development.

Occupational Manpower and Training Needs, U. S. Department of Labor, revised 1974. ALL

This bulletin presents both general and detailed information on the relationship between occupational manpower requirements and training needs.

TEACHING UNITS

Career Guidance Through Groups (company concept), U. S. Department of Labor, 1973. ALL

Students assume the role of management. Minimum 10 class sessions. Teacher and counselor team together.

Career Development Curriculum, Minnesota State Department of Education, 1970. ALL

Seven units designed to facilitate the infusion of career concepts into the curriculum. Summary of materials available for planning career related activities. Units available are:

Location of Materials

The Social Contribution of Work

Life Styles and Work

Significant Others

You and Your World of Work

Satisfaction and Rewards of Work

Self-Concept Exploration

Women and the World of Work

Career Education Program, Volume III (Houghton-Mifflin Co.) Teaching units for grades 10-12. K

Inquiry-Oriented Mini Units, Changing Times Education Service. K

Each Mini unit contains 40 copies of an article from Changing Times, chosen for its particular interest and value to today's students. Transparency and spiritmaster supplement the reading and shed further light on key concepts. Units available:

Jobs: An Updated Look Into the Future

Now, At Last, Better Jobs for Women

Career Related Math Units, Robbinsdale Area Schools Minneapolis, Minnesota. K, MO, R

Career Development Program, Marietta, Georgia K, MO, R

Units available are:

Geometric Designs in Action

Government: The Labor Union

The Newspaper

Algebra: Who Needs It?

Geometry: How It Is Used in Construction

Botany - Grafting

Careers Utilizing Spanish

Geometry: Preparation for a Career

Careers in Dramatics

Typing II: A Job Skill

Science Unit (Career related), Minnesota State Department of Education. K, R

	Location of Materials
Geometry (Career related), Minnesota State Department of Education.	K, R

PERIODICALS/NEWSPAPERS

Career World A magazine featuring specific careers. Each career center receives a classroom set, with teacher's guide, each month.	ALL
Occupational Outlook Quarterly	ALL
Current Health	ALL
You and Your World (Xerox).	ALL

FILMSTRIPS

Westinghouse Learning Press Sound/Color Filmstrips Series Sound filmstrip on each of the 15 career clusters.	K, MO, R
The Changing Work Ethic (Guidance Associates).	K, R
Preparing for Jobs of the 70's (Guidance Associates).	MI (Library)
Career Direction: High School as Tryout (Guidance Associates).	K
Technology: Master or Slave? (Argus Communication).	C
Perception: Do You See What I See? (Argus Communication).	C
Roles and Goals: Which Comes First, the Role or the Goal? (Argus Communication).	C
Why Am I Afraid To Tell You Who I Am? (Argus Communication).	C
Exploring Careers - Environmental Control and Marine Science (SVE).	MI
Women Today (Guidance Associates).	K

	Location of Materials
Careers and Lifestyles (Guidance Associates). Examines 8 different lifestyles.	K, MI
Career Values: What Really Matters To You? (Guidance Associates).	K, MI, MO
Public Service Workers (Eye Gate).	MO, R
Understanding Values (Eye Gate).	MO, R
Basic Office Practices and Procedures (Eye Gate).	MO, R
Living With Computers (Eye Gate).	MO, R
Careers in Aerospace (Eye Gate).	R
Preparing for the World of Work (Guidance Associates).	C
Job Attitudes: Why Work at All (Guidance Associates).	C
Job Attitudes: Trouble at Work (Guidance Associates).	MO
Job Attitudes: A Job That Goes Someplace (Guidance Associates).	MO
Choosing Your Career (Guidance Associates)	C
Fantastic World of Work (Foremost). 16 sound filmstrips that are data-people-thing related to help the student better understand his/her lifestyle requirements and to demonstrate how each occupation does or does not relate to that lifestyle.	K
Family Living Program (Scholastic). Unit I: The Individual Who Am I? Growing Through Changes Your Choice	K, MI, MO
How To Get That Job (Bowman). Six sound filmstrips and teacher's guide: The Right Job For You	C (Library)

	Location of Materials
What The Employer Wants The Media - And How To Use Them The Job Interview - Part I The Job Interview - Part II	
Careers in Home Economics (McGraw-Hill)	MI
The Importance of Attitudes (Spéco)	R
Making It in Food Service (Spéco)	MI
Practical Woodworking (RMI) Five filmstrips present a history of wood uses, and an overview of different kinds of woods. Woodworking careers are discussed and actual shop situations are shown.	MI
Better Choice, Better Chance: Selecting a High School Program (Guidance Associates)	K
Making the Most of Your Talents (Guidance Associates)	K
What are Your Values and Why (New York Times) Six sound filmstrips selected for use by social studies teachers.	C
The Cities: People and Their Problems (New York Times) Five sound filmstrips selected for use by social studies teachers.	C
Cities of America (New York Times) A three part series on eighteen urban cities.	Social Studies Consultant
Man and the Ocean (NYSTROM) Five sound filmstrips that give students a closeup view of ocean environment and related careers.	Science Consultant
Be-Attitudes (Carlocke/Langden) Two sound filmstrips dealing with awareness and self esteem.	Math Consultant

Location of Materials

KITS

Life Career Game (Western Publishing Company) — K, MI, MO

Eight years of a person's life cycle is patterned by group of students in competition. Decisions are made about occupations, education, family life and leisure time.

Discovery (Scholastic). — C, K, MI

Eight sound filmstrips and student logs are used to give students a chance to think about themselves and about careers.

Career Games (Educational Progress). — ALL

Program emphasizing involvement, decision making, and building self-image.

Career Survival Skills (Charles E. Merrill) — K

Designed to lead students to develop a keener sense of awareness of career development so that they may be better equipped to make their own plans at the appropriate time in the future. Components include career education index, cassette, handbook, wall chart, teacher's manual, three professional books.

Opportunity Program (Scholastic) — C, K, MI

Eight sound filmstrips and career logbooks contains real-life, current information about people on the job and uses this material as the basis for structured in-class learning.

Sex Fairness in Career Guidance (Abt Associates) — K, MI, MO

Self-instruction package for becoming sensitized to sex bias. The Learning Kit includes a variety of supplementary materials for use by counselors and their clients.

Money Management (Changing Times) — ALL

Five learning units help prepare students to earn and use money wisely.

The American Way '76 (National Schools Committee) — K

An introduction to basic concepts, principles and values of the American enterprise system.

Location of Materials

Working Americans (Newsweek) — Social Studies Consultant

One sound filmstrip, two case study units simulation materials.

16MM FILMS

Library of Career Counseling Films — Rotated

13 films with teachers' guide (14 to 16 minutes)

Is a Career as a Technician for you?
Is a Career in the Health Services for you?
Is a Career in Machining for you?
Is a Sales Career for you?
Is a Career in the Service Industry for you?
Is a Career in Government for you?
Is a Career in Radio or Television for you?
Is a Career in the Hotel or Motel Business for you?
Is a Career in Finance, Insurance or Real Estate for you?
Is a Career in Electronics Manufacturing for you?
Is a Career in Clerical Work for you?
Is a Career in the Professions for you?
Is a Career in Management for you?

AUDIO RECORDINGS

Career Development Lab — K, R

60 taped interviews (60% cover professional careers; the remainder include non-professional and technical occupations).

Careertapes (MacMillan). — MI

Eighteen cassettes of people talking in depth about their occupations.

The World of Work - Getting a Job (Education Design) — MI

Twelve tape cassettes used to teach job hunting skills.

Location of Materials

SLIDES

Slide Sets (SVE). MO, R

Faces and Feelings
Sharing
Together
Each set has 20 slides (no sound) and teacher's guide.

Self-Fulfillment: Becoming the Person You Want To Be (Society and Mankind) C

Sound/slide series that complements Working by Studs Terkel.

Clarifying Your Values: Guidelines for Living (Society and Mankind). sound/slide K

Coping With Life: Frustration and Disappointment (Society and Mankind). sound/slide MI

Hard Choices: Strategies for Decision-Making (Society and Mankind). sound/slides R

Conflict in American Values: Life Style vs Standard of Living (Society and Mankind). sound/slides MO

Human Values in a Age of Technology (Society and Mankind). sound/slide MO

Jobs for the 70's (U.S. Department of Labor) ALL

40 slides based on information from the Occupational Outlook Handbook.

The Market - I(t) Work(s) Program K

Sound/slides series for Economics or Free Enterprise courses.

GRAPHIC MATERIALS

Career Skills Matrix (Westinghouse). C, K, R

Fifteen charts on each of the career clusters.

Posters (Weston Walch).

Careers for Good Writers MO

	Location of Materials
Geometry Occupations	C
Mathematics Occupations	C
Careers in Athletics	MI
Health Careers	MI
Posters Without Words (Argus Communication).	C, K
Career Education Wall Charts (Garrett Park Press)	C, K, MI
Career Education Posters (Perfection Form Co.)	MI, R

TRANSPARENCIES

Texas VIEW (ESC XIX).	K, MO, R
Scope/Visuals 13: Getting Applications Right (Scholastic)	K
Scope/Visuals 16: Career Crossword (Scholastic)	K
Knowledge Needed to Obtain Work (K N O W) SRA.	K
Job-O "Job Finders". For use with Job-O materials.	ALL

OTHER MATERIALS

Education/Career Wheels (APGA) Business, Engineering, Humanities, Natural Science, and Social Science.	ALL
Resource Speakers Book (Local) A list of community people who have volunteered to assist with career development.	ALL
California Occupational Preference Survey (COPS). Student booklets and interpretive profiles available (approximately 40 minutes to administer).	ALL
JOB-O (Career Materials) An easy to administer interest instrument. Student booklets and index inserts available.	ALL

	Location of Materials
Work Values Inventory (HM Company) A means of accessing the goals which motivate man to work (approximately 15 minutes to administer).	ALL
Career Guidance Instruments (for individual referral) General Aptitude Test Battery (GATB) Strong-Campbell Interest Inventory (SCII) Minnesota Vocational Interest Inventory (MVII) Survey of Study Habits and Attitudes (SSHA)	ALL
Value Sheets (Argus Communication) A series of individual lesson plans dealing with "Making Sense of Our Lives." Spirit master, poster and suggestion sheets are included.	C, K
Timed Writings About Careers (South-Western Publishing Co.) class sets available	K, MI, MO
Economic System (Western Publishing Co.) Simulation games of profit, loss and satisfaction.	C
Media Pak - Interpersonal Communication (Argus Communication). Easy-to-use cassette program helps to develop listening and communication skills.	C
Media Pak - Feelin' (Argus Communication) Feelin' brings life situations into focus by making connections between what we feel and what we think about someone or something.	C, MO
A New Approach to Role-Playing (Can of Squirms) Game can be used as a teaching aid to encourage lively discussion.	R
Mass Media Activity Cards (Spéco)	ALL

SUPPLEMENTARY READING

The Turner Career Guidance Series (Revised) Rd. Lv. 5-6.	ALL

Location of Materials

1. Wanting a Job
2. Training for a Job
3. Starting a Job
4. Looking for a Job
5. Holding a Job
6. Changing a Job

Each title includes a teacher's guide. Classroom set available at King (1,2,3,4) and Moody (1).

Follett Vocational Reading Series, Rd. Lv. 4-6. C, K, MI, MO

Anita Powers, Office Worker
Helen Greene, Department Store Worker
Marie Perrone, Practical Nurse
John Leveron, Auto Mechanic
The Millers and Willie B., Butcher, Baker, Chef
The Delso Sisters, Beauticians

How to Find and Apply for a Job, Kushner and Keily. K, MI, MO, R

The Job You Want - How to Get it, Blackledge. K, MI, MO, R

Career Choices for the 70's, Arnold Arnold. C, MI, MO, R

Career for the 70's: Conservation, Ed Dodd. C, MI, MO, R

Career for the 70's: Journalism, Arthur Myers. C, MI, MO, R

Careers for the 70's: Dance, Walter Terry. C, MI, MO, R

Careers for the 70's: Securities, Faye Henle. C, MI, MO, R

Winners and Losers, Sydney J. Harris. ALL

Why Am I Afraid To Tell You Who I Am? John Powell. ALL

Classroom sets available.

Fuzzies: A Folk Fable for All Ages, Richard Lesser. ALL

I Am Loveable and Capable, Sidney Simon. ALL

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, David P. Campbell. ALL

Classroom set available at Miller and Ray.

Self Actualization, Robert Vallett. ALL

Job Family Series (SRA). K, MI

Series of 20 booklets covering a wide range

	Location of Materials
of jobs grouped by career cluster.	
Career Perspective: Your Choice of Work, Celia Dunues.	ALL
Classroom set available at Miller and Ray.	
Consumer Education - Viewing Your Career, David Stone.	ALL
What Job For Me Series (McGraw-Hill)	MI
A series of 18 books, telling a story about a person in a particular occupation.	
Open Door Books (Children Press).	C
Set of 36 paperbacks.	
Working, Studs Terkel	ALL
Xerox Education Publications	ALL
1. Work and Career 2. Fitting Machines to Man 3. Designing for the Future 4. The Money Book 5. It's Your Money Classroom set available at King (1) and Ray (4,5).	
Opportunities in Foreign Language Careers	MI, R
Your Career in Nursing (NLN)	ALL
Careers and Opportunities in Sports, Stan Asaacs	MI, R

APPENDIX H

DOCUMENTS PRODUCED TO AID IN IMPLEMENTING CAREER EDUCATION

APPENDIX H

DOCUMENTS PRODUCED TO AID IN IMPLEMENTING CAREER EDUCATION

Elementary

- A Framework for Developing Career Education, Primary Module, Section I
- A Framework for Developing Career Education, Intermediate Module, Section I
- A Framework for Developing Career Education, Advanced Module, Section I
- A Guide for Career Awareness Bulletin Board, Primary Module, Section II
- There's So Much To Be, Intermediate Module, Section II. This guide consists of a detailed adaptation of each of the 15 clusters with suggestions for a variety of activities including field trips, resource speakers, films and group classroom involvement.
- It's Great To Be. This sound-slide presentation describes a community involvement activity of career awareness.

Secondary

- A Framework for Developing Career Education 7-12. This guide gives a description of the local project, career development scope and sequence, project objectives, and principal, teacher, counselor responsibilities. Suggested curriculum units and teaching strategies are presented.
- Senior High School Career Guidance and Placement Center: A List of Materials. The resources listed are available in each career center.
- After Graduation, What. . . The Choice Is Yours! This booklet for counselors to use with seniors in career planning includes sections on career plans, college information, financial aid, and local programs.
- Everybody Needs A Rainbow. This sound-slide presentation with special graphics was developed by a high school counselor for use in educational/career guidance orientation.

APPENDIX H (continued)

- Curriculum Guide for English 10-12. This content outline is organized around six choice-option courses that have infused career education concepts. The guide provides instructional objectives and resources. Courses included: "Man and His Career," "Decisions," and "Man in the World of Business."

- Curriculum Guide for American History 9-11. A content outline organized around two courses, "Dilemmas and Decisions" and "Our Recent Past," presents a wide variety of career education resources from which each teacher may select those appropriate for the particular course.

- Curriculum Guide for Physical Science. The outlined guide, which includes career oriented resources and activities, is to be used with physical science texts.

- Curriculum Guide for Fundamentals of Mathematics 9-10. This guide is written with future job and occupational skills for the student in mind.

- It All Adds Up. This booklet is designed to be a motivational resource for the use of students in the Fundamentals of Mathematics course, grades 9-10.

- Counselors Handbook, Seocndary School Guidance Program. The handbook provides a framework so that each school's principal, counselors, and staff may adopt and adapt a guidance plan to better meet the needs of the students in the areas of career, educational, and personal-social development.

General

- Choosing A Career. Contained in this resource book are comments and resumes of local business labor-industry personnel. The book is a cooperative effort of the local career education project and local Rotary Clubs.

- Once Upon A Career. This sound-slide presentation gives an over-all view of career education implementation in the Corpus Christi Independent School District.

APPENDIX I

RELATING CAREER AWARENESS AND EDUCATIONAL GUIDANCE IN THE JUNIOR HIGH SCHOOL

APPENDIX I

ONE APPROACH: RELATING CAREER AWARENESS AND EDUCATIONAL GUIDANCE IN THE JUNIOR HIGH SCHOOL

Introduction. Course planning is a part of educational guidance-career awareness process. Through a series of learning experiences, course planning can become a more relevant decision-making process.

One Approach involves cooperative planning with the principal, teachers, counselors, and career education specialists. Senior high school principals, counselors, teachers, and pupils are important resource people.

The second quarter is an ideal time to begin this unit. English and/or math class may be the best setting.

Activity	Outcome
1. Following a brief orientation, pupils complete awareness-needs satisfaction sheet What Do You Think? Est. time: 30 min. See 3.2B4	1. Pupils rate a series of items relating job aspects and personal needs and values. . Pupils cite jobs in which the item probably is applicable.
2. Show sound filmstrip Overview of Career Clusters. (Contact Career Education Specialists). Est. time: 20 min.	2. Pupils become familiar with the 15 Career Clusters and are able to "feedback" eight of these, naming one job within each cluster.
3. Show one, two, or three sound-filmstrips through related subject-area class. . Public Service Careers . Manufacturing . Communications and Media Est. time: 15-45 min.	3. Pupils become familiar with one or several specific career clusters and are able to feedback two occupations and two ways in which the occupation and the subject area are related.
4. Conduct pre-interest inventory activities such as . Review careers discussed as related to What Do You Think? responses. . Review a glossary of terms. . Show selected sound-filmstrips - Preparing for Jobs of the 70's - What You Should Know Before You Go to Work - Interpersonal Relationships (related to work roles) Est. time: 15-45 min.	4. Establish readiness for interest-type inventory. Eighty percent will respond "yes" when asked. "We have an interest inventory which may help you get a clearer idea of career areas which you might like. How many of you would like to try something like this?"

APPENDIX I (Continued)

Activity	Outcome
5. Administer interest inventory. . If Kuder E is used (these are available through Developmental Services) pupils self-score and profile . A simplified, school-produced inventory might be developed using 15-25 items which could be grouped into 6-8 interest areas. A basic profile sheet using a 5-point scale could be devised. Pupils would self-score and plot. Est. time: 40-60 min.	5. Pupils have opportunity to express interests and at same time, become familiar with tasks and vocabulary related to job considerations.
6. Interpret results of interest inventory using large group and small group approaches. Est. time: 20-40 min.	6. Pupils identify areas of high, medium, or low interest. Have chance to discuss meanings of expressed interest; relationship to school courses, part time work--for pay or voluntary.
7. The high school curriculum is presented using . List of course descriptions . High school teachers or pupils representing elective areas discuss their programs, show work samples, slides. Est. time: 50-100 min.	7. Pupils (75%) indicate that they have a better knowledge of high school curricula and the relationship of their expressed interests to possible high school program.
8. Pupils complete a "Course Plan Sheet for High School Graduation." Est. time: 30-90 min. See 3.2B5	8. Pupils (75%) say that they understand . The need for planning for high school graduation . That the plan is temporary and can and should be changed based on experience, changing interests and goals. . The what, when, how, and why of credits and graduation requirements and that they complete as much as they can of the "Course Plan Sheet for Graduation."

These experiences, thoughtfully planned to consider pupil needs and desired outcomes, are intended to involve the pupil in his/her own education experience. An outline of this plan to assist pupils in course planning can be

APPENDIX I (Continued)

shared with parents through advisory councils, PTA meetings, school newsletters to parents, and/or other means.

Attachments include

- "What Do You Think?" An opinion sheet relating job needs and personal satisfaction needs
- "Course Plan Sheet for High School Graduation"

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